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ABSTRACT

The extent to which Fort Wayne Bible College is fulfilling its mission and goals and its resources to meet future goals are addressed in this self-study report. Attention is directed to: institutional purpose, academic programs, students and student services, faculty resources, library resources, financial resources, plant and equipment resources, organization and administration, community resources and services, and planning and the future. One purpose of the self-study is to document that the institution satisfies criteria for initial accreditation. College-developed assessment tools were used, including a library survey, a cost effectiveness study, an attitude and opinion survey, a senior survey, and a freshman enrollment questionnaire. Included are a brief description of the accreditation history of the college, along with concerns of the accrediting agency evaluation team, and recommendations. Also covered are the following: the structure of curricular programs and requirements of degree programs, and program evaluation approaches; characteristics and activities of the faculty and an appraisal of faculty effectiveness; student characteristics, enrollment and retention, student financial aid, student development, and alumni services; and audiovisual services. (SW)

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FORT WAYNE BIBLE COLLEGE

SELF-STUDY REPORT

Submitted to the
Commission on Institutions of
Higher Education
of the
North Central Association of Colleges and Schools

January, 1985
Fort Wayne, Indiana 46807

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INTRODUCTION

Purpose

This self-study report has been prepared out of a continuing interest and experience in institutional evaluation by the administration and faculty of the College. It is designed to evaluate the extent to which the College is fulfilling its stated mission and goals, and to determine whether it has the resources to meet the goals in the future.

The report will serve as part of the application process for initial accreditation at the bachelor degree granting level for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

In addition, the report will also be presented to the American Association of Bible Colleges as required for the ten-year evaluation in which the College will participate in March 1985.

The report is intended to present an accurate explanation and evaluation of the purposes, programs, policies, and resources of Fort Wayne Bible College.

History of the Self-Study Process

Fort Wayne Bible College was founded in 1904. Its name at the time of founding, Fort Wayne Bible Training School, emphasized its task of "training" for church vocations. The institution has always been open to examination for the purpose of improvement of the quality of its programs. A result of these examinations was the broadening of the curriculum, the lengthening of programs of study and the granting of degrees. To reflect these changes, the name of the institution has been changed twice: in 1930 to Fort Wayne Bible Institute, and in 1950 to Fort Wayne Bible College.

In 1948 the College was accredited by and became a charter member of the Accrediting Association of Bible Colleges, now known as the American Association of Bible Colleges.

In 1955 the College was granted accreditation as a four-year teacher training college by the Indiana Department of Public Instruction. This approval for the teacher education programs offered by the College has been continued since that year. The College was last reexamined in 1981 and received a five year renewal at that time.

Candidate for membership status in the North Central Association of Colleges and Secondary Schools was granted in 1964. Fort Wayne Bible College was the first Bible College to be examined by a regional association. The College's self-study was approved by the North Central Association in 1967, and a recommendation was made to postpone the examination for one year. In its March 1969 meeting, accreditation was denied by the association.

In 1975 the American Association of Bible Colleges became a member of the Council on Post-secondary Accreditation (COPA) in the national institutional category of accrediting agencies. The College conducted a self-study when examined by AABC in 1975 and a staff assistant from COPA was a member of the examining team. Accredited membership status in AABC was renewed at that time.

In March of 1982, the board of trustees authorized the Self-Study Committee to work on the self-study project and to proceed with application for accreditation by the North Central Association of Colleges and Schools.

The Self-Study Committee played a prominent role in the research and writing process and was composed of Richard H. Baxter, Assistant Director of Christian Service, and Chairman of the Committee; Miss Wava Bueschlen, Director of the Library; Dr. Ted D. Nickel, Director of Teacher Education Program; and Miss Eunice J. Conrad, Associate Professor of English.

The following sub-committees, task forces and individuals provided assistance:

Alumni Affairs: Mr. Dunlap (Director of Alumni/Church Relations), Mr. Wanner, Miss Gerig

Library Resources (standing committee): Dr. Dugan, Miss Bueschlen (Director of the Library), Mr. Scharfe, Mr. Brown (Student Representative)

Business Affairs: Mr. Postel (Director of Business Affairs), Mr. Vincent, Miss Schmidt (Head Bookkeeper)

Student Affairs: Mr. Williams (Dean of Student Development), Miss Mejeur (Associate Dean of Student Development), Miss Coon, Mr. Richards

Academic Affairs: Dr. Dugan Vice-president for Academic Affairs, Dr. Platte, Dr. Nickel, Mr. Biberstein, Dr. Demond, Mr. Cartmel, Mr. Nicholls, Miss Green, Dr. Gerig, Miss Mayers

Long-Range Planning: Dr. Bostrom, Dr. Dugan, Mr. Postel, Mr. Vincent, Dr. Platte, Dr. Weddle, Dr. VanDyke, Mr. Reynolds, Dr. Ferrier, Mr. Dunten, Dr. Gerig, Mr. Williams, Dr. Gerig

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Wes Gerig, Chairman Biblical Studies Division, Chair

Other Institutional Standing Committees (see Faculty Handbook)

The Curriculum Committee and the Faculty Executive Committee responded to the various recommendations presented to them by other task force committees and faculty standing committees.

Organization of the Report

This report is the result of research and information gathered by the Self-Study Committee which served as an overall steering committee.

Subcommittees, acting under the direction of the coordinator, assumed responsibility for the following specific sections of the report dealing respectively with: 1) institutional purpose; 2) academic programs; 3) students and student services; 4) faculty resources; 5) library resources; 6) financial resources; 7) plant and equipment resources; 8) organization and administration; 9) community resources and services; 10) planning and the future; and 11) conclusion which includes a summary appraisal of institutional effectiveness, a plan of action summarizing the most important projections resulting from the Self-Study and from other normal institutional processes, and an explanation indicating that the institution meets the criteria for accreditation of the North Central Association of Colleges and Schools.

One purpose of the self-study is to provide the basis for affirming that the institution satisfies the criteria for initial accreditation. More specifically, that Fort Wayne Bible College:

> Meets the general institutional requirements as adopted by the Commission on Institutions for Higher Education. (Chapter XI provides evidence that each of the specific criteria in the general institutional requirements have been met.)
>
> Fulfills the evaluative criteria adopted by the Commission as follows:
>
> 1. Has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution (see Chapter II);
>
> 2. Has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes (see Chapters III-X);
>
> 3. Is accomplishing its purposes (see Chapters II, XII);
>
> 4. Can continue to accomplish its purposes (see Chapter XI).

The Self-Study Committee met several times in 1984 to plan, organize, and direct the self-study research and revision of the 1982 self-study report. A self-study plan was adopted to give direction in the research process. All the members of the Self-Study Committee, and other faculty members as well, participated in outlining and writing the self-study report.

Each contributor to the report was to follow this plan in conducting an extensive study on their assigned area:

1. Evaluate your area in the context of the college's mission and purposes.
   a. Use NCA schedules.
   b. Use existing institutional data.
   c. Determine the methods of assessment.

2. Identify the purposes of your area and their congruence with the institution's purposes.

3. Demonstrate the adequacy of your resources, programs and organization for achieving your purposes.

4. Identify the strengths of your area: how do they assist the institution in meeting its needs and in carrying out its mission and purposes?

5. Identify areas of concern including institutional weaknesses: how do they hinder the institution in meeting its needs and in carrying out its mission and purposes.

6. Identify evidence of effectiveness: outcomes.

7. Identify progress in relation to North Central's concerns.

8. Identify future plans.

9. Develop a revised report on assigned area that includes:
   Overview
   Description of area
   Assessment of strengths and weaknesses
   Evidence of effectiveness: outcomes
   Specific future plans to capitalize on strengths and to alleviate concerns
   Specific responses to North Central's concerns as identified in their evaluation report.

The initial writing was a team effort involving various administrators and faculty members. Their work was edited, revised where needed, and in some cases rewritten by the Self-Study Coordinator with the assistance of other committee members who read, corrected, and suggested revisions of the first drafts. The end product is the work of the Fort Wayne Bible College team.

Each of the subjects designated in the chapter titles listed in the Table of Contents is evaluated in accordance with the following general pattern: first, a brief overview of the chapter; second, a description of the existing situation; third, an appraisal of the situation which recognizes both strengths and areas of concern and includes evidences of effectiveness; fourth, a projection of plans for further study and for improvement in areas where concerns have been noted; and fifth, a brief conclusion summarizing the most significant matters discussed in the chapter. A summary of the concerns and/or recommendations of the 1982 North Central Evaluation Team along with a response on progress by the College is included in a number of chapters.

Methods of Assessment

In conjunction with the self-study process, consultants were used in the areas of institutional planning, development (including public relations, alumni and church relations), and curriculum. In addition, a number of college-developed assessment tools were used. A description of each instrument and the sampling procedure used follows.

1. The 1982 Library Survey was composed of twenty-one items designed to assess student and faculty satisfaction with the collection and the use of library services. A separate survey was conducted for both faculty and students. One hundred percent of full-time faculty, forty-three percent of part-time faculty, and fifty-nine percent of the students completed and returned them.

2. The 1982 Library Statistical Comparison was conducted to compare the College's library statistics with other Bible colleges with an FTE of 307 to 810. Of the twenty-one schools that responded, thirteen were selected on the basis of the most complete information given.

3. A 1983 Cost Effectiveness Study was made of the curriculum for the 1982-83 school year. The study determined the faculty cost per student credit hour, the distribution of teacher and student time by class size, and the direct instructional and administrative costs for each major, minor and division. Recommendations were submitted to the Vice President for Academic Affairs.

4. The 1984 Attitude and Opinion Survey was composed of seven questions designed to obtain the attitudes and opinions of faculty, Governing Board, staff, students, and alumni on various items related to the institution. A random sampling was selected from the staff, students and alumni. Eighty-eight percent of the faculty and seventy-five percent of the Governing Board completed and returned them.

5. The 1984 Senior Survey was designed to assess student attitude on a broad range of College programs and services and to determine students' future plans. Seventy-five percent of the graduating seniors completed and returned the surveys.

6. A 1984 Freshman Enrollment Questionnaire designed to assess the need of students as they were involved in the enrollment process was conducted by the Enrollment Office. Eighty-seven freshman completed and returned them.

Consultants

Fort Wayne Bible College conferred with the following individuals for the purpose of the self-study.

Dr. David McKenna, President of Asbury Theological Seminary, Wilmore, Kentucky, served as a consultant in curriculum revision. (Fall 1982)

Dr. Alvin Austin, Director of Institutional Advancement of North Park College and Seminary, Chicago, Illinois, served as consultant in institutional planning. (Fall 1984)

Mr. Norman Edwards, Vice President for Advancement of Wheaton College, Wheaton, Illinois, conducted a development audit in preparation for a capital campaign. (Fall 1984)

Dr. William Denman, President of Blackburn College, Carlinville, Illinois, and Chairperson of the 1985 North Central Evaluation Team reviewed the first draft of the self-study report and conducted a pre-visit to campus in November 1984.

Dr. Patricia Thrash, Associate Director of the North Central Association of Colleges and Schools, was assigned to Fort Wayne Bible College and reviewed the self-study report. (December 1984)

CHAPTER I

INSTITUTIONAL OVERVIEW

Overview

The description portion of the chapter begins with a brief description of the accreditation history of the College with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. In addition, there is described the most recent accreditating action by the Commission along with an indication of how the report will respond to concerns identified as a result of that evaluation. This is followed by a description of significant developments since the last evaluation and the unique aspects of Fort Wayne Bible College.

Description

Accreditation History

Shortly after the College inaugurated its current president in the fall of 1980, the Governing Board directed the president to pursue regional accreditation after the appropriate time for adjustments to the College had been accomplished. In January of 1982, after receiving approval from the faculty, a Self-Study Committee was appointed by the President's Cabinet to conduct a self-study for application for initial accreditation. The Self-Study Committee began meeting immediately and organized the faculty into the various committees for the project.

In February of 1982, the Executive Committee of the Board of trustees, and in March of 1982, the entire Board of Trustees, voted to authorize the Self-Study Committee to continue its work on the self-study project and to proceed with application for accreditation by the North Central Association of Colleges and Schools. The College revised its application to the Commission in order to apply for Candidacy Status.

The Self-Study Report was prepared and submitted to the North Central Association of Colleges and Schools on September 8, 1982. The North Central evaluation team visited the campus November 8-10, 1982, and recommended the granting of candidacy status to Fort Wayne Bible College and noted the following strengths:

a. A clearly stated mission which is loyally supported on campus.
b. A strong Board of Trustees which is providing solid support to the administration especially in the area of development and academic improvement.
c. A competent administration which is providing leadership in beginning to develop both long and short range planning.
d. A well organized business operation which provides timely data and administers the budget well.
e. Adequate and attractive physical facilities; recent efforts to update and improve maintenance have been very effective.
f. A loyal and generous faculty dedicated to teaching.
g. Student services which are well organized to meet the needs of students.
h. Assurance that the concerns raised by the team, especially in the areas of curriculum and faculty development will be addressed by the administration and the faculty.

While the evaluation team's report did not contain a summary of institutional concerns, their chief areas of concern were the need for a critical assessment of programs of instruction, the need for addressing faculty development, the need for establishing formal long-range planning, the need for allocating greater percentages of the educational and general budget to instruction, and the need to formulate certain faculty policies. These concerns are addressed in the report where appropriate.

At the North Central Association meeting of the Executive Board of the Commission on January 31, 1983, Candidacy for Accreditation status was granted to Fort Wayne Bible College. The following statement of affiliation status reflects the Commissions's action.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
159 North Dearborn, Chicago, Illinois 60601

AFFILIATION STATUS OF

FORT WAYNE BIBLE COLLEGE
Fort Wayne, IN 46807

(Effective January 31, 1983)

CONTROL: Fort Wayne Bible College is a private, not-for profit institution affiliated with The Missionary Church, Inc.

STATUS: Fort Wayne Bible College is a candidate for accreditation with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

EDUCATIONAL PROGRAMS:	The College offers programs leading to Certificates, Associates (arts and sciences curricula) degree and the Bachelor's (arts and sciences and professional curricula) degree.
LOCATIONS:	The College's programs are offered at its campus in Fort Wayne.
STIPULATIONS:	None.
REPORTS REQUIRED:	None.
FOCUSED EVALUATIONS:	None.
COMPREHENSIVE EVALUATIONS:	Fort Wayne Bible College's most recent comprehensive evaluation occurred in 1982-83. Its next comprehensive evaluation is scheduled for 1984-85.

This self-study report is submitted as the College's application for initial accreditation, as represented on the Statement of Affiliation Status worksheet which follows.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION:	FORT WAYNE BIBLE COLLEGE 1025 W. Rudisill Boulevard Fort Wayne, IN 46807
TYPE OF REVIEW:	A comprehensive evaluation for initial accreditation at the Bachelor's (arts and sciences and professional curricula) degree-granting level
DATE OF THIS REVIEW:	
DATE OF SAS:	January 31, 1983
CONTROL:	Fort Wayne Bible College is a private, not-for-profit institution affiliated with The Missionary Church, Inc.

Institution	Recommended wording NO CHANGE
Team	Recommended wording
Review Comm.	Recommended wording
Executive Bd.	Recommended wording

STATUS: Fort Wayne Bible College is a candidate for accreditation with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Institution	Recommended wording Fort Wayne Bible College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.
Team	Recommended wording
Review Comm.	Recommended wording
Executive Bd.	Recommended wording

EDUCATIONAL PROGRAMS: The College offers programs leading to Certificates, Associate's (arts and sciences curricula) degree and the Bachelor's (arts and sciences and professional curricula) degree.

Institution	Recommended wording NO CHANGE
Team	Recommended wording
Review Comm.	Recommended wording
Executive Bd.	Recommended wording

LOCATIONS: The College's programs are offered at its campus in Fort Wayne.

Institution	Recommended wording NO CHANGE
Team	Recommended wording
Review Comm.	Recommended wording
Executive Bd.	Recommended wording

STIPULATIONS: None.

Institution Recommended wording NO CHANGES

Team Recommended wording

Review Comm. Recommended wording

Executive Bd. Recommended wording

REPORTS REQUIRED: None.

Team Recommended wording

Executive Bd. Recommended wording

FOCUSED EVALUATIONS: None.

Team Recommended wording

Review Comm. Recommended wording

Executive Bd. Recommended wording

COMPREHENSIVE EVALUATIONS: Fort Wayne Bible College' most recent comprehensive evaluation occurred in 1982-83. Its next comprehensive evaluation is scheduled for 1984-85.

Team Recommended wording

Review Comm. Recommended wording

Executive Bd. Recommended wording

Significant developments/Responses to NCA Concerns since last accreditation visit

During the two years following the accreditation visit, the College endeavored to capitalize on its strengths and address the areas of concern

noted by the team. A curriculum consultant was hired which resulted in the adoption of a revised mission statement along with a plan to strengthen the curricular offerings. Statements of philosophy and objectives were proposed and adopted by the faculty for the divisions of Biblical studies, general studies and professional studies. The faculty adopted core curricula for the Biblical studies and general studies areas. The professional division was restructured to eliminate the departmental structure and to reduce the number of degree programs.

A task force was organized to recommend a due process procedure. The position of Dean of Student Development was filled. The by-laws were updated reflecting changes in curricular programs. The Governing Board took action to begin formal long-range planning and to establish a basic management information system. The catalog was reorganized. The library collection was weeded with faculty assistance. Policies for administrative faculty were recommended and adopted. Course offerings were reduced in all divisions. A cost effectiveness study of the curriculum was conducted with the adoption of a number of recommendations. Division Chairpersons were appointed for the professional and general studies divisions. Physical science courses were upgraded to college level. A plan was developed to evaluate course offerings in the Correspondence Department. Faculty approved the Bachelor of Science degree as the primary degree for the College. A computer program specialist was hired to implement computer needs of the College.

Job descriptions were updated and approved by the faculty for the positions of Divisional Chairpersons and Program Directors. Program Councils were formulated for the purpose of assisting in the development of each degree program and serving in an advisory capacity for curricular and policy matters.

A more complete description of the College's response to concerns identified by the evaluation team will be addressed in the appropriate chapters found elsewhere in this report.

Unique aspects of the institution

The College is a charter member of the American Association of Bible Colleges and will undergo a ten year evaluation in March of 1985. The Teacher Education program is accredited by the Indiana Department of Education as a four-year teacher training college with a Kindergarten Endorsement.

CHAPTER II

INSTITUTIONAL PURPOSE

Overview

The description portion of the chapter begins with a brief historical sketch of the founding and development of Fort Wayne Bible College. This is followed by quoting the current mission statement of the College along with the statement of objectives for the student, then explicates the implementation of this purpose as it relates to the perspectives of subject matter, spiritual and moral development, social and physical activities, and community services. The appraisal section cites statistical and evaluative data indicating that the College has adequately formulated and is actually accomplishing its stated purpose. The projection and conclusion reaffirms a commitment to the stated institutional purpose and to continued efforts to be more effective in its accomplishment.

Description

Historical sketch of institution

Although Fort Wayne Bible College is not the oldest of the schools now known as Bible Colleges, its roots go back almost to the beginning of the movement. There were a few somewhat similar schools in Germany in the middle 1800's, but it was a visit to England which acquainted A. B. Simpson with the work of the East London Bible Institute for Home and Foreign Missions that prompted him to establish the first Bible institute in the United States. It began in New York City in 1882 as the New York Missionary Training College and later moved up the Hudson to become what is now Nyack College. Three years later the Moody Bible Institute was founded in Chicago.

In 1891 B. P. Lugibihl of western Ohio enrolled in Nyack Missionary Institute. Upon his return to Ohio in 1895, he, with the help of others, founded the Bethany Bible Institute in Bluffton, Ohio. The Rev. J. E. Ramseyer, who later became the first president of the Fort Wayne school, was chosen as principal of the Bluffton school.

Classes were scheduled in the "common branches" each weekday except Saturday. The curriculum consisted of Bible studies, elocution, grammar, penmanship, and music. Since the population served by the school consisted largely of Swiss and German Mennonites, Bible classes were offered both in German and English. The school had continued for six years when the deaths of two important members of the staff caused its closing.

On January 1, 1904, the school was re-opened as the Bible school of The Missionary Church Association. At that time the purpose of the school was stated as follows:

> To extend an opportunity not only to such who believed they had a call to the ministry but also to others who desired to acquaint themselves more fully with the Word of God to come and sit at the feet of Jesus and listen to such as have been taught by Him.

With the close of the first season it was realized that Fort Wayne, Indiana, would be a more strategic and populous center for the location of the school. After a summer search, a tract of wooded land was purchased in southwest Fort Wayne along the Old Richardville Road. The road is now busy Rudisill Boulevard. Schultz Hall, the first building, was erected and the Fort Wayne Bible Training School began its career in 1904. When the curriculum expanded, the name was changed to Fort Wayne Bible Institute in 1931 and, in 1950, to Fort Wayne Bible College after it began awarding academic degrees.

The early founders of The Missionary Church Association had a vision of evangelization and missionary enterprise and Fort Wayne Bible College became a means to an end, the training of young people to go into all the world to preach the Gospel. The 1975 Articles of Incorporation clearly state the purpose of the institution:

> To maintain and operate a post-secondary institution of higher education offering studies in the areas of general, Biblical, and professional education with special emphasis on preparation for church vocations and teachings in accordance with the Christian faith as believed and practiced by the Missionary Church, Inc.

In 1969 The Missionary Church Association merged with the United Missionary Church. The official name of the merged church became The Missionary Church, Incorporated, with headquarters in Fort Wayne, Indiana. The merged church was immediately faced with the problem of supporting two denominational schools in Indiana, Fort Wayne Bible College and Bethel College, a liberal arts college also located in northern Indiana, just ninety miles from Fort Wayne.

The two colleges originated a resolution in cooperation with the board of higher education of The Missionary Church making the boards self-perpetuating and allowing both schools to retain their identity. The resolution was presented to the general conference of The Missionary Church on July 21, 1973, and was adopted.

In 1977, the Governing Board restated the College's mission which continued the tradition of the College with the threefold purpose listed in the articles of incorporation. This mission statement controlled the operation of the College until January 1984 when a revised mission and institutional philosophy statement was approved by the faculty and Governing Board. This revision was initiated shortly after the 1982 North Central evaluation visit as the College began the process of curriculum revision under the supervision of a curriculum consultant.

The first building was erected in 1904 and was the original multi-purpose building in the early history of the College. In 1929-30 a three-story building was constructed which served for years as the administration headquarters for the College. Additional edifices were constructed in 1942,

1948, 1960, and 1964 to provide dormitory, classroom, administrative and office space as well as cafeteria, chapel and library facilities. A new four-story administration/classroom building was constructed in 1970, and a new maintenance shop and office was completed in 1981. At different periods in the College's history, temporary facilities have been rented and used as dormitories.

In its eighty year history, the College has had only five presidents. The College's present administrative team includes Dr. Harvey Bostrom, president; Dr. Richard P. Dugan, vice president for academic affairs; Keith Vincent, vice president for development and public relations; Donald Postel, director of business affairs; and Dennis Williams, dean of student development.

Statement of mission

Fort Wayne Bible College is an evangelical Christian institution of higher education teaching and serving in the Bible college tradition. Through the integration of Biblical, general, and professional studies, as well as cocurricular experiences, the college provides foundational preparation for life and ministry through the Church in its world mission.

PURPOSE: Fort Wayne Bible College is a bridge to ministry.
PEOPLE: We are bonded together as a caring community of maturing Christians.
PROCESS: We come together in a learning-living environment to explore, integrate, and apply truth concentrated in Biblical studies and inherent in general and professional studies.
PRODUCT: We go out as committed, concerned, competent servant-leaders of Jesus Christ to minister through His Church to the contemporary world.

Statement of institutional objectives

Fort Wayne Bible College exists to produce committed, concerned, competent servant-leaders who

1. evidence a commitment to the Lordship of Jesus Christ;
2. demonstrate moral integrity and Christian character;
3. possess the necessary tools for spiritual, emotional, and physical self nurturing;
4. evidence a commitment to lifelong learning and personal development;
5. understand their place and purpose in the body of Christ as it relates to their own talents, gifts, and personality traits;
6. demonstrate skill in thinking and communicating;

7. exhibit the relational skills, courtesies, and human graces required to interact successfully with people;

8. demonstrate competency in biblical, general, and professional studies;

9. evidence a personal commitment to evangelism and discipleship, with the ability to present God's plan of salvation with clarity and understanding;

10. manifest a commitment to personal involvement in the mission of the church, locally and worldwide;

11. accept responsibility as citizens at the local, national, and world levels;

12. articulate a personal worldview based on the integration of the knowledge gained from the Word of God and from the natural world.

Implementation of the purpose of Fort Wayne Bible College will be treated according to four perspectives: subject matter, spiritual and moral development, social and physical activities, and community services.

Subject matter

Biblical Studies. All students receive a major in Bible and theology along with their chosen professional majors. The courses are designed to contribute to the foundational preparation of "servant-leaders" who are 1) knowledgeable in Biblical background and content and in theology; 2) skilled in their interpretation of Biblical truth and its application to life; and 3) committed to a lifelong study of the Bible and a dissemination of its contents. The courses are designed to provide students with a functional knowledge of the Bible as a basis for personal growth as well as a basis for the content of the message to be communicated.

General Studies. All students are required to study a selection of courses from the natural sciences, the social sciences, and the humanities. The courses are designed to assist students in exploring, integrating and applying truth as found within the various disciplines, in formulating a Christian worldview and a unified concept of truth, and in equipping students to function critically and constructively as servant-leaders in the contemporary world.

Professional Studies. All students may combine with their major a complementary minor in another professional area in addition to the required major in Bible and theology. The content of the professional courses provides the basic skills and tools needed for developing leaders who possess professional skills and spiritual maturity which strengthen the local body of believers as well as enable the leaders to function competently in their vocations.

Spiritual and Moral Development

Implementation of the spiritual and moral program is multifaceted. The faculty and staff of the College are expected to set an example for the students by their daily lives. There are weekly faculty and staff prayer meetings. Morning chapel services are conducted in Founders Auditorium with singing of hymns and gospel songs and messages delivered either by faculty members, students, or visiting speakers. A chapel committee consisting of faculty and student representatives is responsible for planning chapels. The chapel services are varied with some days devoted to panel discussions, forums, or group meetings. Twice a semester a series of chapels is set aside to examine contemporary issues. The purpose of this series is to expose students to the significant issues of the day and to help them develop a Biblical methodology for dealing with such issues as a basis for determining their personal convictions. Twice a month the Student Missionary Fellowship plans and conducts chapel programs emphasizing the students' involvement in fulfilling the world-wide mission of the Church. One morning each month all classes are dismissed for a spiritual emphasis program.

Social and Physical Development

Social relationships are encouraged at Fort Wayne Bible College. In addition to the student lounges in each of the dormitories and in Witmer Hall, "The Hollow" in the Student Union is a meeting place to enjoy fellowship. Special activities in the evening are often sponsored by the Student Government. Activities to bring the students together are scheduled throughout the year. A freshmen-faculty dinner in the College dining room begins the school year. An all-school picnic is scheduled on Labor Day in one of the city parks or on the College campus.

The activities of various student clubs such as Alpha Kappa (the Greek society), Delta Pi Sigma (the teacher education club) and others also provide social relationships. The annual Special Events Series, which includes vocal and instrumental concerts and drama, provides cultural as well as social development. The music department provides a "pops and pizza" concert. The junior-senior banquet is a formal occasion.

The physical education program includes physical exercise in the courses. For those desiring more intensive athletic activity, there are intramural and intercollegiate sports.

Community Services

Probably the greatest community service rendered by Fort Wayne Bible College is to the churches. Thirty different denominations were represented in the student body during 1983-84, and these students served many roles in churches within the city and its suburbs. The number of Sunday School classes taught by College students during the 1983-84 school year was 2123. Sermons and devotional messages delivered totaled 536. Students directed 1299 club meetings.

The College is always willing to render community service. A recent example is the 1982 Fort Wayne flood emergency. The College sent on short notice some 150 students to fill sandbags and build up dikes against the invading waters. As the emergency became more pressing, all classes were dismissed for the day and 250 students went to work on the dikes. The maintenance building of the College became the receiving center for clothing and food donations to aid those evacuated from their homes by the flood. The school provided shuttle buses to transport neighborhood volunteers for duty assignment on the dikes. Station WBCL, the 50,000 watt FM radio station of the College, issued a call to establish drop centers for food and clothing. Response was instant and soon thirty centers were in operation. WBCL covered all mayoral press conferences; live coverage was also given to President Reagan's visit to view the flood situation.

Founder's Memorial Auditorium has provided a meeting place for conducting public forums on civic matters.

Radio station WBCL provides a continuing community service. Broadcasts are scheduled 24 hours a day with the exception of six hours on Saturday night. Many nationally known religious broadcasts, and those dealing with family and personal problems are regularly scheduled. Hymns and popular gospel songs are provided, with ample offerings of classical music. One of the very popular one-hour programs is Mid-morning, hosted by the assistant manager. This program includes interviews and discussions by local and national authorities on family problems, unemployment, income tax, Biblical matters, hobbies, medical problems, civic and social organizations, crime prevention, nutrition, telephone interviews with authors and people in the news. Saturday mornings are devoted largely to programs appealing to children. On the hour, day and night, local and UPI world news is reported. Weather reports and storm warnings are also issued.

Appraisal

Fort Wayne Bible College is a post-secondary degree-granting institution affiliated with The Missionary Church, Inc. whose principal purpose throughout its history has been to prepare students for church vocations or other Christian ministries. A large number of alumni are serving around the world as teachers, pastors, missionaries, nurses, church leaders, Christian education workers, and church music personnel.

The College has played a major part in providing pastors and missionaries for the world-wide ministries of The Missionary Church, Inc. A 1978 study of the four colleges closely related to The Missionary Church, Inc., showed that of the 350 pastors serving in The Missionary Church, 25 percent were trained at Fort Wayne Bible College. Of the 161 missionaries serving at that time, 51 percent received their training at Fort Wayne. In addition, 45 percent of the personnel service in leadership positions at The Missionary Church headquarters were trained at Fort Wayne Bible College. Another study shows that of the eight Missionary Churches in the Hawaiian Islands, six of the pastors and four assistant workers, and wives of seven

pastors or their assistants are graduates of the College. One pastor attended the College after graduation from another school. Two other graduates and their wives serve pastorates in native Hawaiian churches.

In a 1984 attitude and opinion survey, the respondents were asked to indicate the three items they felt most important in terms of what the College should be providing in education for today's student. An extremely high percentage of all respondents felt that the most important thing a college education should provide is preparation for serving Christ. This response is identical to a similar survey conducted in 1977 and reaffirms that the mission of the College is well understood by its constituents.

Although the College exists to train students for leadership positions, the College administration has provided through its presidents leadership to the Bible college movement, higher education, and Christian ministries. Dr. S. A. Witmer, president from 1945-1958, gave leadership to the formation of, and became the first full-time Executive Director of, the Accrediting Association of Bible Colleges, now known as the American Association of Bible Colleges. Dr. Jared Gerig, president from 1958-1970, served as President of AABC for four years and President of the National Association of Evangelicals for three years. He also served as President of The Missionary Church Association for six years and served as a visiting professor at the American Institute of Holy Land Studies in Jerusalem, Israel, for a semester. Dr. Timothy Warner, president from 1970-1981, served as chairman of the Commission on Higher Education of the National Association of Evangelicals and as Vice President of AABC and as Secretary and Vice President of The Missionary Church, Inc. Dr. Harvey Bostrom, current president, served as a missionary in Ecuador for thirteen years and has been actively involved in Christian higher education for more than twenty years.

Since the College is associated with The Missionary Church, the highest percentage of students from any one denomination is from that church. Figure II-1, on the following page, shows the denominational enrollment pattern. The Missionary Church enrollment pattern remained fairly constant, numbering in the 150's until 1971; then it experienced an increase of about 17.6% in 1972. This level continued through 1977 then suffered a loss of about 7%. With the exception of a spurt upward to 203 in 1980, it has remained steady since 1978 with a slight decline in the last three years.

The top line on Figure II- represents the total enrollment. It can readily be seen that Fort Wayne Bible College is by no means an exclusively denominational school. It can also be seen that it is primarily the changes from year to year in the enrollment of students from other denominations (as seen in the center line of Figure II-1) that cause the major fluctuations in the total enrollment. A peak of 440 in the "other denominations' enrollment in 1974-75 also caused the all-time total enrollment peak of 626. Since then, with some fluctuation, there has been a very gradual decline in the total enrollment to 488 students in 1983-84.

FIGURE II-1

DENOMINATIONAL ENROLLMENT PATTERN

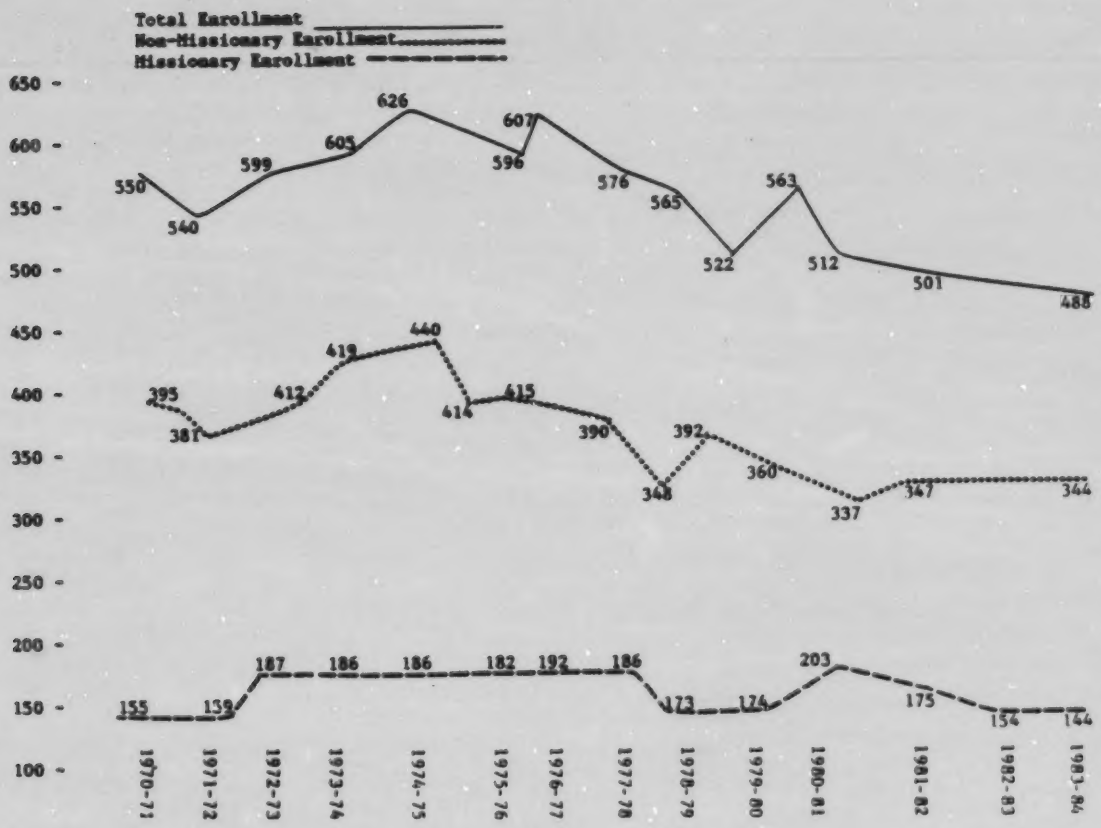

Table II-2, on the following page, shows the same data numerically. The percentages shown in the righthand column, however, are the percentages of The Missionary Church students as compared with the total enrollment rather than the percent of rise and fall within a given group. The indication is that the number of Missionary Church students from 1974 until 1984 represented from 30 to as much as 36 percent of the total.

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TABLE II-2

MISSIONARY CHURCH ENROLLMENT PERCENTAGES

Year	Total Student Body	Missionary Church Students Enrolled	Percentage of Missionary Church Students
1973-74	605	186	30.7
1974-75	626	186	29.7
1975-76	596	182	30.5
1976-77	607	192	31.6
1977-78	576	186	32.3
1978-79	565	173	30.6
1979-80	522	174	33.3
1980-81	563	203	36.1
1981-82	512	175	34.1
1982-83	501	154	30.7
1983-84	488	144	29.5

Subject matter

The construction of the curriculum is the heart of the academic program of the College and reflects its major educational emphasis and follows the three characteristic areas of Bible College curriculum. In a 1984 opinion survey, the College's strong emphasis on Bible training was rated as the number one strength of the institution by students, faculty, staff, alumni and governing board members.

Spiritual and moral development

The College's efforts to foster spiritual and moral development in its students is more carefully appraised in Chapter V.

Two examples of the spiritual and moral development of the students is in their outreach to the community through participation in Christian service projects and in their response to emergency needs in the community. The voluntary efforts of students to assist the citizens of the Fort Wayne community during the flood crises in March 1982, represents the students' response to their moral obligation to a community of hurting individuals. In addition, students annually participate in a blood donor day on campus for the American Red Cross.

Social and physical development

The planned activities of the student body along with the emphasis on physical fitness are evidences of the College's interest in developing the students' social and physical relationships. There is ample opportunity for students to participate in social and physical activities.

Community services

The priorities of academics play a major part in student life at Fort Wayne Bible College. However, the College believes that an adequate preparation for Christian ministry includes more than academic pursuits. The College strives to foster an attitude in which the desire is to share with others either in an evangelistic outreach or in human compassion and concerns. The outreach of the College to the Fort Wayne community is more fully evaluated in Chapter X.

The College makes significant contributions to life in the Fort Wayne area. Examples of such contributions include the following:

1. The College provides scores of Sunday School teachers, musicians, and youth workers for local and area churches.
2. The College provides weekly volunteer service in the form of student visitation to four local nursing homes.
3. Students provide weekly tutoring assistance in local elementary schools as well as a group home for pre-delinquent youth in Columbia City, Indiana.
4. Students provide leadership value training programs to children attending inner-city schools.
5. Students provide special music for Sunday services at the Veterans Hospital.
6. Students provide weekly Bible classes at the State Hospital and Training Center for the mentally handicapped.
7. Students and their spouses are a significant part of the labor force in the community.
8. The College participates in community projects such as the United Fund and the Red Cross Blood Donor program.
9. Faculty members and administrators are active in service clubs.
10. Two faculty members and approximately 17 students are serving as pastors, or assistant pastors, in area churches.
11. Faculty members and administrators are frequent lecturers and speakers in community organizations and churches.
12. Faculty members serve on boards of various schools and other organizations in the area.
13. The library and athletic facilities are used by area residents.

Projection and Conclusion

The purpose of the College is adequately formulated, properly understood, effectively controlling educational and operational functions, and actually being realized in the lives of its graduates. (Further evidence of alumni effectiveness will be explained in Chapter XII.) No changes in purpose are anticipated.

CHAPTER III

EDUCATIONAL PROGRAMS AND CURRICULUM

Overview

The descriptive section of this chapter begins with the procedure of academic restructuring and curriculum revision that grew out of the 1982 North Central evaluation. This is followed by a description of the rationale of curriculum construction, of the structure of curricular programs offered by the College along with some of the features or requirements of each degree program. The appraisal section describes the means that have been used in evaluating the programs and identifies specific needs of each program. A listing of the concerns by the North Central evaluation team and the College's response is included. A list of projections specifying proposals for changes and for further evaluation along with a brief summary in the conclusion is included in the chapter.

Description

Following the visit of the 1982 North Central evaluation team, the College engaged the services of Dr. David McKenna as a curriculum consultant to assist in addressing the needs identified by the evaluation team. Dr. McKenna has visited the campus twice, has joined the faculty for a two-day retreat, and has conferred with the Vice President for Academic Affairs on numerous occasions.

Process of revision

At Dr. McKenna's recommendation, the mission statement was revised to reflect student outcomes. This revision reaffirmed the purpose of the College which has not changed in it eighty year history--and articulated the philosophical statement upon which to strengthen, to unify and to govern the curriculum.

Once the mission statement was approved by the faculty and the Governing Board, attention was directed to revising statements of philosophy for the institution, academic divisions, and academic programs to reflect student outcomes and to bring them into congruence with the mission statement. In addition, non-classroom departments, such as Christian service and student development, conformed their philosophy statements to the newly revised mission statement.

For each of these projects, a faculty task force chaired by a faculty person was created. Task force recommendations were evaluated by the entire faculty, revised by the task force and approved by the faculty. Whenever appropriate, documents were reviewed by existing faculty committees, academic divisions, the President's Cabinet, and the Governing Board. These

documents have served as the basis for reorganizing academic programs and governing curricular changes.

Academic policies adopted by faculty

The following academic policies were adopted by the faculty during the curriculum evaluation/revision process:

1. The course numbering system was changed to a three letter/three number course identification to conform with practice common in higher education.

2. A format for preparing course planning guides was adopted. These guides govern the content of the course, and are being prepared beginning with the 1985-86 school year, thus making the place of each course in the curriculum well understood.

3. To govern the ratio between full-time and part-time faculty, a policy was adopted identifying the role of part-time faculty in the instructional process.

4. Approval was given for noting a concentration on one's transcript. A concentration is a grouping of 15 or more hours in one's major.

5. Policy was adopted on the dual application of credits within a program or between divisions.

6. Policy was adopted on acceptable earned doctorates recognized by the institution.

7. Policy was adopted organizing the curriculum of the College. Every course taught will have instructional objectives which will relate to the curriculum guide and grid which in turn will relate to program, divisional, and institutional objectives.

8. Policy was adopted for the structure and administration of the Associate of Arts program.

Rationale for Curriculum Construction

> Fort Wayne Bible College is committed to a distinct philosophy of education which reflects its statement of faith. The revelation of God, both general and special, forms the core of the curriculum. General revelation comes to man through nature, man's conscience, and divine providence. Special revelation is given by Jesus Christ and by the Bible. The terms "general" and "special" reveal the extent and the purpose of God's revelation. God has revealed Himself both in creation and in the Scriptures. Christians are expected to be diligent in understanding both of these sources of revelation. Biblical revelation does not pretend to answer all questions, but it does provide a guide to understand other channels of revelation.

The educational program reflects the particular philosophy of life which the college holds. Based on the tenets of Christian theism the program is organized according to the following pattern: Christ for life, the Bible for wisdom, general education for culture, and professional skills for service.

Course instruction has a threefold content and purpose. First, intensive and systematic Bible study gives the student the Christian world-view, acquaints him with the gospel message, and enriches his life spiritually. Second, general education broadens his knowledge of man, of society, and of the universe, and integrates that knowledge with Christian theism. Third, applied work develops skills for Christian service.

Since adequate preparation includes Christian character and spiritual enduement, the program embraces much more than formal instruction. Biblical education, general education, and professional education are combined with devotional culture, social life, physical fitness, and field experience to provide a well-rounded program designed to meet the needs of the total man. The whole of college life is designed to contribute to personal enrichment and building of character.

The College by-laws charge the Vice President for Academic Affairs with the development and implementation of the curriculum and the faculty with establishing and maintaining the curricular structure. The Curriculum Committee is responsible to give continuous evaluation to the curricular structure and to make appropriate recommendations to the faculty. The faculty have adopted as policy a procedure developed by the Curriculum Committee for the development of new major/minor programs and the development of new courses.

Structure of curricular programs

While numerous influences are brought to bear upon the development of the student, the curriculum represents the formalized organization of teaching in the sequential pattern designed to bring the student to certain academic levels of achievement in keeping with College objectives.

The pattern of Bible college education was established by A. B. Simpson when he founded the first institution of its kind in the United States in 1881. The curriculum consisted of three major components, namely, general or liberal arts studies, Biblical and theological studies, and professional ministries studies.

The curriculum of Fort Wayne Bible College is quite similar to that proposed by Simpson and is also consistent with that suggested for Bible colleges in the American Association of Bible College's Manual, page three, which identifies the components of the Bible college curriculum as follows:

> Bible college education is education of college level whose distinctive function is to prepare students for Christian ministries or church vocations through a program of Biblical, general, and professional studies.

The College's curriculum is divided into three divisions: Biblical Studies, General Studies and Professional Studies. Each of these three major curricular components will be described and analyzed separately. This is not to imply isolation or the lack of integration between components. Rather, it is a useful and convenient means to organize the large amount of information relevant to a discussion of the structure of curricular learning experiences at the College.

The College operates on the semester system with two semesters of seventeen weeks each. The length of class periods is fifty minutes with a ten minute break for each hour of credit. The academic year consists of a first semester concluding by Christmas, and a second concluding by the end of the second week in May. This is followed by two two-week summer sessions concluding by the end of the third week of June.

Recognition by the College in the form of a certificate or degree is given to students completing prescribed programs of study. The Christian Worker's Certificate (one-year), Associate of Arts degree (two-year), and several bachelor degrees are examples of this recognition. Currently seven programs offer nine majors leading to bachelor degrees. Details regarding specific majors and resulting degrees are given in the catalog and also discussed later in this chapter under Professional Studies. (See page 23)

Integration

The College reflects a commitment to the integration of its curriculum by the development of divisional courses, by its objectives, and by course guides which discipline content of individual courses.

Biblical Studies Division

Purpose and objectives. The purpose of the Biblical Studies Division is to contribute to the foundational preparation of "servant leaders" who are 1) knowledgeable in Biblical background and content and in theology; 2) skilled in their interpretation of Biblical truth and its application to life; and 3) committed to a lifelong study of the Bible and a dissemination of its contents.

All baccalaureate degree programs include a major of at least thirty semester hours of Bible and theology, consisting of a required core and elective courses to be taken from the remainder of the divisional offerings.

The objectives of the Biblical Studies Division are to develop students who:

1. demonstrate a foundational knowledge of the contents and unity of the Bible;

2. exhibit a knowledge of differing theological positions;
3. show evidence of forming their own theological positions;
4. evidence doctrinal balance;
5. demonstrate the use of methods and tools for effective Bible study;
6. use the Biblical languages in interpreting the Bible, if they choose to acquire these skills for effective ministry and possible graduate study;
7. understand Biblical truth as the integrating factor of the college curriculum and of personal Christian living;
8. apply Biblical truth to contemporary living;
9. demonstrate a reverence for and a submission to the Bible as the final authority for belief and practice; and
10. evidence skills that will enable them to carry on the study of the Bible as a life-long pursuit.

Composition. The American Association of Bible Colleges (AABC) has established minimum standards for Bible and theology credit in bachelor degree programs:

1. A major of at least thirty semester hours in all programs leading to graduation;
2. A major of at least forty semester hours in terminal programs leading to a preaching or Bible teaching ministry; and
3. Some theological studies should be included in all majors, but at least ten semester hours in the terminal programs described in item two above.

The only program that is included under item two above is the pastoral ministries program. Table III-1 summarizes the Bible and theology credit requirements and electives in all baccalaureate programs.

TABLE III-1

Bible and Theology Credit Requirements and Electives

Major	Required Bible	Required Theology	Elective Bible/Theology	Total
Christian Counseling	9	8	13	30
Christian Education	9 or 15	8	7 or 13	30
Christian Ministries Management	9	8	13	30
Elementary Education	9	8	13	30
Music	9	8	13	30
Performance/Composition (Music)	9	8	13	30
Pastoral Ministries	9 or 15	8 or 10	13 or 15	30 or 40
World Mission	9 or 15	8	7 or 13	30

(Note: The discontinued programs are not included.)

All bachelor degree programs have a required Bible/theology curriculum consisting of the following:

Old Testament Survey	3 credit hours
New Testament Survey	3 credit hours
Romans	3 credit hours
Theology 365, 366	4 credit hours
Theology 467, 468	4 credit hours
Bible/theology electives	13 credit hours
(Must include: Old Testament and New Testament Sectional course)	Total 30 hours

The options in the requirements and electives in the programs offering a bachelor of arts degree are dependent on the student taking fourteen credit hours of Greek language. Six hours count as Bible credit, thus increasing the Bible requirement in each department by six credits, and conversely decreasing the electives.

Three certificate or degree programs below the baccalaureate level are a part of the curricular learning experiences. The programs and their Bible and theology composition are summarized in Table III-2.

TABLE III-2

Programs and Bible and Theology Compositions

Program	Length	Recognition	Required Bible/Theo.		Elective Bible/Theo.	Total
Christian Worker's Certificate	32 credits	Certificate	9	4	4	17
Associate of Arts	64 credits	Degree	6	4	6	16
Associate of Arts in Early Childhood Education	67 credits	Degree	6	2	8	16

The Biblical and theological requirement for all one and two-year programs is as follows:

Old Testament Survey - 3 credit hours
New Testament Survey - 3 credit hours
Theology - 4 credit hours

In addition to this requirement, the Christian Worker's Certificate program requires Romans (three credits). The major in Bible is formally identified on the student's transcript. Transfer students are required to take seven hours of Bible and/or theology.

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Prior to the revision of the mission statement, the Biblical Studies Division offered Bachelor of Arts and Bachelor of Science degree programs in Biblical studies. The revised mission statement indicates "all of our students major in Biblical studies and select a second major from the professional division." The Biblical studies programs did not have the professional component necessary to meet this requirement of the mission statement; therefore, it was recommended and approved by the faculty and the Governing Board to phase out these two programs.

During the evaluation process of the Biblical studies curriculum, six course offerings were deleted, two were increased to three hours credit, one was added to the curriculum, one course transferred into the division from the Professional Studies Division, and one course was transferred to the Professional Studies Division. With this revision, the total course offerings have been reduced from 45 to 39.

Administration. The division is under the leadership of a Divisional Chairperson and assisted by three full-time instructors from the division, two instructors from the professional division who teach one or more courses, and one part-time instructor.

Professional Studies Division

Purpose and objectives. The aim of the Professional Studies Division is to provide degree programs which build on the calling, talents, and gifts of the student in preparing that person for vocational ministry in and through the Church. The vocations embraced by this division are multifaceted and may involve service in congregations, mission agencies, educational institutions, or other ministry organizations. The intent of the division is to develop leaders who possess professional skills and spiritual maturity which strengthen the local body of believers and to enable the leaders to function competently in their chosen vocations.

The student's professional development is achieved primarily through formal course work. Because professional education implies the application of principles, practical aspects are emphasized by the faculty who are in touch with the work environment and have the experience from which to draw current teaching material. In addition, student experience in the field is valued and is incorporated whenever possible through practica, course requirements, or Christian service projects. It is assumed that professional education does not result in a complete equipping but provides the first steps in the educational process.

The goals of the Professional Studies Division are to develop students who:

1. gain knowledge and understanding of the theory and methodology of their chosen disciplines;
2. build upon foundational knowledge from biblical and general studies;
3. recognize the interrelatedness of disciplines within the Professional Studies Division, and with biblical and general studies;

4. investigate and evaluate their disciplines in the curricular components of philosophy, general methods, specific methods, and practica;
5. exhibit organizational, managerial, communicative, diagnostic, and human relational skills;
6. demonstrate servant-leadership as they are committed to the local church, exhibiting competency through knowledge, skills, attitudes, and values related to their disciplines; and
7. demonstrate a capability to pursue lifelong learning.

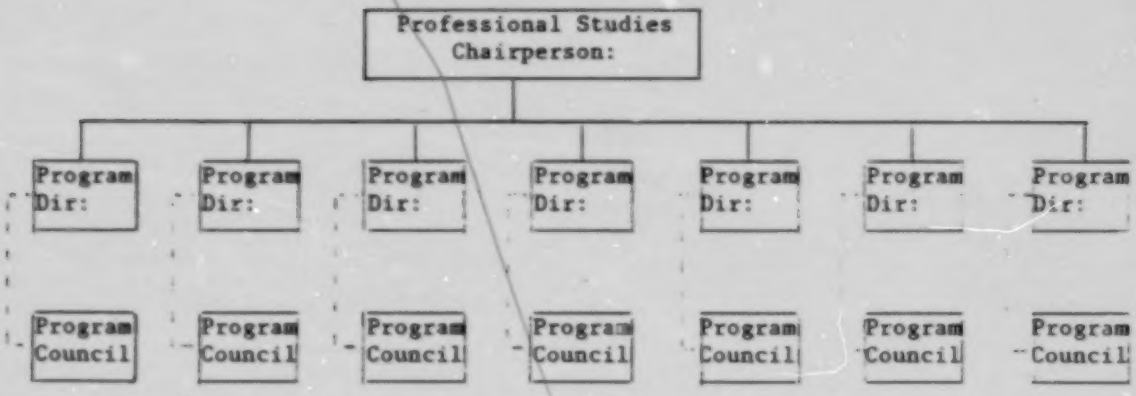
Administration/Structure. The Division of Professional Studies consists of seven academic programs under the administration of a chairperson.

A task force on structure for the professional division was appointed after the 1982 North Central evaluation visit to deal with the team's concerns regarding one person departments and proliferation of majors. The product of their work was the recommendation and adoption by the faculty and the Governing Board of the "matrix" structure of academic organization as recommended by the American Association of Bible Colleges. Using the matrix structure, there is established a division for each of the three curricular components (biblical, general and professional studies). The division is headed by a chairperson and each program is headed by a director. Chart III-3 represents the revised structure of academic organization for the professional division.

The division consists of fifteen full-time faculty, sixteen part-time faculty and fourteen part-time applied music faculty. The registrar, librarian and director of instructional services attend division meetings.

CHART III-3

PROFESSIONAL DIVISION STRUCTURE



Program Councils were established in 1984 to assist in the development of each program, and to serve in an advisory capacity for curricular and policy matters. Members of the councils include faculty members teaching in each program, and such persons as alumni, students, and professionals in the Fort Wayne area.

Changes and additions. The task force on professional studies structure made the following recommendations to the Curriculum Committee which were approved by the entire faculty and the Governing Board:

1. That the College phase out the Pre-seminary major.
2. That the College phase out the Christian Social Work/Human Services major.

The task force found that seminaries would accept Bible college graduates without the Pre-seminary degree. In addition, it was concluded that the social work major, which focuses on agencies not directly related to the church, was not congruent with the revised mission statement and that students could through the Christian counseling program fulfill professional objectives compatible with the College mission.

The major in Missionary Nursing was filling a continuing need of mission agencies. However, the degree was not recognized as the primary qualification for mission agencies. Rather, the need was for intensified Bible and world mission training to complement the professional nursing skills. Therefore, the College elected to phase out this degree program. Nursing students who sense a call to missions are encouraged to transfer into the World Mission major after having completed nurses' training or to take a one year concentration of world mission courses.

The program in Pastoral Ministries added a Bachelor of Arts degree in pastoral ministries as a four and one-half year terminal program. This program has received tentative approval from AABC and will be presented to the Review Committee in February 1985.

The Music program changed its degree structure from three to two degrees and restructured its major in Music to include areas of concentration in church music, music education, performance, or composition. A new minor in Music Ministries was developed and a minor in Church Music was deleted. The Bachelor of Music degree program was increased to five years. This program will also be presented to AABC in February 1985.

The Teacher Education program added a minor in Early Childhood Education by allowing students to meet the fifteen semester hour requirements of the Kindergarten Endorsement of the program.

Two professional programs received changes in titles. The North Central evaluation team stated that in reference to the Business Administration program that "...the courses listed in the catalog do not differ from those found in most secular college offerings." When the revised mission statement was applied to this program, the faculty approved a recommendation

from the Curriculum Committee that the program be changed to Christian Ministries Management with an emphasis on business management for church and church-related ministries. The faculty also approved the change in title from Missions to World Mission. It was determined that this title is more contemporary and acceptable by professionals and specialists in this area of study.

Library holdings for the new programs in Christian Counseling, Business Administration and Christian Social Work/Human Services were increased through a special allocation of funds restricted for this purpose.

In response to the North Central evaluation team's concern of the distinction that is made between the BA and the BS degree, a study was made of degrees in higher education. The faculty were surveyed regarding a proposal to the Curriculum Committee that the BS degree be the primary degree of the institution. This proposal was accepted and approved by faculty with the BA degree being an option in the programs of Pastoral Ministries, World Mission, and Christian Education.

The Curriculum Committee and faculty approved that the minimum curriculum hours structure for all baccalaureate degree programs (effective for the 1985-86 catalog) would consist of the following:

Biblical studies	30 credit hours
General studies	42 credit hours
Professional studies	40-50 credit hours
Free electives	6-16 credit hours
Total	128 credit hours

The following listing indicates additional curricular changes that have taken place within the division during the period following the North Central evaluation:

1. The Associate of Arts degree program was approved by the faculty to be under the administration of the Professional Studies Division.
2. A policy on selection and retention of students for each degree program was approved.
3. An integrative divisional core of five semester hours required of each student in a degree program was recommended to the faculty and adopted beginning with the 1985-86 catalog. These courses will be structured to meet the third and sixth objectives of the division
4. Job descriptions for program directors were approved.
5. The minor in broadcasting was assigned to the division with the divisional chairperson responsible for its development.

Enrollment in programs. Table III-4, on the following page, provides the enrollment by major for the past seven years.

TABLE III-4

ENROLLMENT BY MAJOR FOR SEVEN-YEAR PERIOD

	77-78	78-79	79-80	80-81	81-82	82-83	83-84
Associate of Arts	39	11	22	19	29	49	38
*Biblical Studies	35	37	38	38	39	39	27
Business Administration				15	23	25	30
Christian Counseling						17	42
Christian Education	64	74	75	79	65	57	47
*Chr. Ed. & Missions	24	23	23	13	3	--	--
*Christian Social Work				9	18	22	23
Church Music	19	20	11	10	2	5	7
Elementary Education	63	64	60	68	62	60	49
*Elem. Ed. & Missions	15	12	8	3	1	1	1
*Missionary Nursing	21	22	26	22	17	12	9
Missions	31	40	31	37	38	23	28
Music	21	23	27	22	20	21	15
Music Education	28	31	21	19	16	13	20
Pastoral Ministries	103	100	87	87	89	80	93
*Pre-seminary Studies	20	12	13	10	12	11	6

* These programs are no longer being offered

The Bachelor of Science with a major in Christian Ministries Management

Two assumptions spawned the business administration program in 1980. The first recognized expanding vocations in business, while the second recognized management needs of the church and its agencies. The first, while probably true, has been rejected in the setting created by the revised mission statement. The second has been developed in the context of Christian ministries management. To gain input from this new direction, both the Vice President for Academic Affairs and the program director have had contact with the national Christian Ministries Management Association and its Indiana chapter. The program in Christian Ministries Management is designed to prepare the student to serve in managerial, financial, and secretarial positions in church and church-related organizations.

The Bachelor of Science with a major in Christian Ministries Management is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	FREE ELECTIVES
30 hours	50 hours	42 hours	6 hours

Features/Requirements of the program:

1. Fifty hours of business-related courses are required which provide the foundational preparation for vocational ministries.
2. Management-related courses focus on the tools and skills needed for managing a church or church-related organization.
3. To supplement the program director's teaching, part-time instructors, who are vocationally involved in business management, provide the student with current information from the field of business.
4. A practica experience is required in the final year where there is opportunity to be involved in a managerial situation in a church or church-related organization.
5. Students are provided "hands-on" experience with microcomputers.
6. The program director is qualified with two graduate degrees in each of the two disciplines of the program and with vocational experience. These qualifications assist in understanding the unique needs of the Christian organization and in developing a program to meet them.
7. Students are encouraged to pursue graduate studies to further enhance their professional skills.
8. An advisory council of professionals with experience in Christian ministry assists the program director in strengthening the program.

The Bachelor of Science with a major in Christian Education

The Christian education program is designed to prepare Christian leaders to teach and to administer the educational programs of the local church.

The Bachelor of Science with a major in Christian education is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	FREE ELECTIVES
30 hours	50 hours	42 hours	6 hours

Optional degree. The Bachelor of Arts with a major in Christian Education is an optional degree and is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES
30 hours	49 hours	49 hours

Features/Requirements of the program:

1. Thirty-one hours of Christian education courses are required. Included in this core are courses that give historical and philosophical perspective. On this foundation are built courses that provide skills and tools for vocational and lay ministries. These skills and tools are used in the senior year in the course Practice Teaching.

2. Christian education elective courses provide the student flexibility in obtaining a concentration in six specialized areas within the program or in a specialized area under the guidance of the faculty advisor to meet the career interests and needs of select students.

3. Required laboratory and field experiences are provided through the senior course Practice Teaching, through two diverse summer camp experiences, and through conducting a three-hour Sunday School convention in a local church.

4. Each year ten to twelve students are trained under faculty direction to staff a summer inner-city camp near Peoria, Illinois. Additional camps and summer youth-ministry positions are provided through the Christian Education program and Christian Service Department.

5. Course requirements that include observations, surveys, teaching, and interviews in local churches provide the student with opportunities for the practice of the skills presented in the classroom.

6. The program director has an earned doctorate and the other full-time faculty person has completed all but the dissertation in the field. All faculty have held full or part-time church positions.

The Bachelor of Science with a major in World Mission

The program in World Mission is designed to provide both degree and non-degree study and experiences which equip persons for cross-cultural ministry.

The Bachelor of Science with a major in World Mission is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	FREE ELECTIVES
30 hours	40 hours	42 hours	16 hours

Optional degree: The Bachelor of Arts with a major in World Mission is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	FREE ELECTIVES
30 hours	40 hours	49 hours min.	9 hours

Features/Requirements of the program:

1. The student may use the elective hours in the Bachelor of Science program to pursue a minor in another field of study.

2. The student is counseled to anticipate graduate work and/or a one or two year internship in a church before accepting a field assignment.

3. As many as two students are provided each year the opportunity of spending their junior year in a cross-cultural exchange program with the Jamaica Theological Seminary in Kingston, Jamaica.

4. Required practical cross-cultural experiences are provided through Christian service projects, course assignments, and summer mission experiences.

5. Internationally recognized mission speakers brought to campus by the Clyde Taylor Endowment for World Mission expose students to various international mission endeavors.

6. A close working relationship with the Student Missionary Fellowship enlists student interest and participation in missions.

7. The annual visiting professor of missions brings a fresh perspective to world missions.

8. The acting program director is an experienced missionary.

9. Participation in one or two week seminars at mission training centers across the country is encouraged through the independent study program.

The Bachelor of Science with a major in Pastoral Ministries

The program in Pastoral Ministries exists for the three-fold purpose of (1) introducing pastoral distinctives to all students, (2) producing supplemental courses for students of other professional programs, and (3) training and equipping those men and women who have been sovereignly called and have been given spiritual gifts for senior or associate pastoral ministry in either the Missionary Church or in other denominations and fellowships.

The Bachelor of Science with a major in Pastoral Ministries is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	FREE ELECTIVES
40 hours	40 hours	42 hours	6 hours

Optional degree. The Bachelor of Arts with a major in Pastoral Ministries is available in a standard four year program for those students who plan to enter seminary upon graduation or in a terminal 140 hour program.

The non-terminal Bachelor of Arts degree with a major in Pastoral Ministries is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES
30 hours	48 hours	50 hours

The terminal Bachelor of Arts degree with a major in Pastoral Ministries is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES
40 hours	50 hours	50 hours

Features/Requirements of the program:

1. The program is designed to clarify the pastoral task as set forth in the feeding, caring, nurturing and managing elements of the pastorate.

2. To introduce the student to the inner functioning of the church, pastoral internship experiences are required.

3. The student receives practical training in the vocational skills of a pastor through required class projects and Christian service field projects.

4. The program director's pastoral experience and continuing education compliments the classroom instruction.

5. The program director keeps in touch with the pastoral needs of the local church through speaking engagements in area churches.

6. The student is required in the second year to begin the organization of a professional filing system related to the pastorate.

7. The student is required to demonstrate to the program director in the first year the validity of his or her pastoral call.

The Bachelor of Science with a major in Elementary Education

The Teacher Education program prepares graduates who are qualified to teach in Christian, public and missionary children's schools.

The Bachelor of Science with a major in Elementary Education is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES
30 hours	51 hours	64 hours

Features/Requirements of the program:

1. A student is required to participate in three half-day observations of classrooms on the elementary, junior high/middle, and secondary level in the second semester of the first year.

2. A weekly ninety minute field-work experience in the second year provides the student with the teaching and supervising of children from ages 5-12 who are multi-ethnic or are handicapped.

3. A student is required to tutor children with reading disabilities two hours a week under the supervision of the professor in conjunction with the Corrective Reading course.

4. Specific laboratory experiences allow the student to observe and participate in a wide range of approaches to the teaching/learning process. This assists the student in finding his or her own authentic teaching style.

5. Student teaching experience is sequenced for the student's last year or next to last semester of the undergraduate program in a local public or accredited private school.

6. A teacher selection and retention program is used to admit and retain qualified students completing the program. This program assists students in assessing their skills and aptitudes for teaching.

7. The program's effectiveness is continually being monitored by the Teacher Training and Licensing Commission of Indiana.

8. Two full-time faculty in the program have earned doctorates and professional teaching experience.

9. Students are given assistance in preparing a credential file and in securing a teaching position.

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Music Programs

The majors offered through the music programs are designed to help students perform, teach, analyze and appreciate music as they prepare for various ministries in church music, evangelism, or youth work or as they prepare to teach music privately and/or in the private or public schools on the elementary and secondary level. There are two degree programs, each with its corresponding major.

The Bachelor of Music with a major in Performance or Composition

The Bachelor of Music (B.Mus.) program with majors in performance areas (voice, piano, organ, and orchestral or other instruments) and in composition is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	FREE ELECTIVES
30 hours	76 hours	42 hours	6 hours

The Bachelor of Science with a major in Music

The major in Music allows for concentrations in Music Education, Church Music, Performance and Composition.

The concentration in Music Education has two tracks, both of which are certified by the Indiana Department of Public Instruction. These tracks are as follows:

All-Grade Area Major (5 year)

BIBLICAL/THEOLOGICAL	MUSICAL	PROFESSIONAL EDUCATION	GENERAL STUDIES
30 hours	53 hours	31 hours	42 hours

Area-Vocal Major (4½ year)

BIBLICAL/THEOLOGICAL	MUSICAL	PROFESSIONAL EDUCATION	GENERAL STUDIES
30 hours	40 hours	31 hours	42 hours

The concentrationa in Church Music is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	ELECTIVES
30 hours	50 hours	42 hours	6 hours

The concentration in Performance or Composition is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	FREE ELECTIVES
30 hours	50 hours	42 hours	6 hours

Features/Requirements of the program:

1. The music program serves the College as well as its own majors by offering curricula that relate to both. Introduction to Music (MUF 121X), Foundations of Music (MUF 102), Music History (MUH 457, 458), all private applied instruction, and all choral and instrumental ensembles are available to all students. In 1983-84 approximately one-fourth of the students were involved in ensembles.

2. The student is guided toward the exercising of good aesthetic judgment.

3. The student is encouraged in creative composition and in interpretive performance.

4. The curriculum reflects both the National Association of Music and the Music Educator's National Conference priorities of competency in performance, analysis, composition and repertoire.

5. Students are provided with "An Orientation Guide For Music At Fort Wayne Bible College" which answers questions majors/minors might ask regarding their programs.

6. A micro-computer lab is operational with programs in composition, dictation, ear training, vocabulary and theory.

7. The program director has an earned doctorate in the field of music. The theory instructor was a National Endowment for Humanities scholarship winner and has begun doctoral studies.

8. Performing and teaching opportunities offered through the program and Christian service relate directly to the student's vocational objective.

9. Practice experiences for the student are evident throughout the curriculum.

The Bachelor of Science with a major in Christian Counseling

The Christian Counseling program is designed to train students to minister as paraprofessional and preprofessional counselors through churches and church-related agencies. Paraprofessional counselors are those who either work under the direct supervision of a professional, or who are expected to counsel only as a part of other vocational responsibilities. The program has been designed to integrate truth from the fields of psychology and counseling with biblical concepts which relate either explicitly or in principle to counseling problems. The program was approved by the faculty to be offered as a major in the fall of 1982.

The Bachelor of Science with a major in Christian Counseling is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES	FREE ELECTIVES
30 hours	41 hours	42 hours	15 hours

Features/Requirements of the program:

1. The student is provided opportunity to gain a foundational understanding of the major principles of psychology as they relate to the counseling process.

2. The student is provided opportunity to gain a basic comprehension of counseling techniques and fundamental counseling skills to function at a para-professional level.

3. The student is encouraged to pursue graduate studies in preparation for a career in professional counseling.

4. The student gains an understanding of the biblical principles which relate to counseling problems.

5. The student is aided in the life-long process of integrating psychology and theology.

6. The program director is completing a doctoral program in counselor education and will receive her degree in April 1985.

7. The academic training and professional counseling experience of the advisory program council members assist in providing current insights and suggestions for curriculum proposals.

Associate of Arts

The Associate of Arts degree is a two-year program designed especially for those who desire the distinctive type of education offered by a Bible college but who are uncertain of their vocational goal, or expect to pursue a major not offered at the College, or wish to terminate with a two-year program.

The Associate of Arts program is diagrammed as follows:

BIBLICAL/THEOLOGICAL	GENERAL STUDIES	PROFESSIONAL STUDIES CORE COMPONENT	FREE ELECTIVES
16 hours	22 hours	20 hours	6 hours

The Associate of Arts program with an emphasis in early childhood education is designed for students who plan to teach and take further studies for leadership positions in nursery schools and day care centers.

The Associate of Arts program in Early Childhood Education is diagrammed as follows:

BIBLICAL/THEOLOGICAL	PROFESSIONAL	GENERAL STUDIES
16 hours	30 hours	22 hours

Features of the program:

1. The early childhood education curriculum blends Bible, general, and professional education with related field experiences in day care centers and nursery schools.

2. Graduates may continue on a degree program at the College or transfer to another college, normally with a junior classification.

Non-Degree Programs

The College is currently offering a one-year Christian worker's non-degree certificate program for those whose prior education or limited time available for study hinders the pursuit of a longer program of study. Every effort is made to tailor the program to the individual need of the student within a framework of acceptable academic standards. The specific course requirements are listed in the College catalog.

The program, involving a total of 32 semester hours (the equivalent of one year of resident work), is diagrammed as follows:

BIBLICAL	THEOLOGICAL	PROFESSIONAL
13 hours	4 hours	15 hours

Department of Continuing Education

A unique factor of Bible colleges is their commitment to provide not only professional training for those who serve in vocational ministries, but also training for lay workers seeking to minister in voluntary and part-time capacities. In this sense Fort Wayne Bible College follows in the tradition of the Bible college movement by offering continuing education with both a professional and a lay orientation. The Department of Continuing Education was approved by the faculty and the Governing Board in 1984 to meet the need for continued education at both the credit and non-credit level. A faculty member who is pursuing a doctorate in this field has been assigned to administer this department.

Purpose and objectives. The Department of Continuing Education has as its primary function the planning, development, administration, and evaluation of continuing education opportunities for the non-traditional student.

Structure and Administration. The Director of Continuing Education reports to the Vice President for Academic Affairs and has responsibility for the Correspondence Studies, the Adult Christian Training School, the scheduling of credit courses for non-traditional students, and other non-credit conferences, seminars, and institutes as assigned by the Vice President for Academic Affairs. A continuing education committee establishes policy and conducts periodic evaluation of the department.

Correspondence Studies

For almost eighteen years prior to July 1, 1970, correspondence studies were a service primarily for the benefit of Fort Wayne Bible College students who had scheduling problems and for a number of pastors and laymen who were unable to take residence work. On July 1, 1970, responsibility for the entire correspondence program of Judson College, Elgin, Illinois, was officially assumed. From a beginning enrollment of 407 students, the program has grown to a present enrollment of approximately 2,400 students. Independent study courses for college credit are offered in the following areas: Bible and theology, Biblical languages, pastoral training, Christian education, missions, philosophy, psychology, English, history, music, and natural and social sciences.

Correspondence courses are designed to help the following: 1) students who have classroom conflicts, or who need extra courses, or who must drop out of college temporarily, or who can do more work than average students; 2) ministers who need or want refresher courses; 3) missionaries who wish to achieve personal and ministry goals through continuing education; (4) teachers who wish to increase their training for greater effectiveness; and 5) all who wish advanced education but are unable to attend a college for resident study. A high school diploma or its equivalent is a prerequisite for college credit toward any degree. A complete listing of courses offered for college credit may be found in the College catalog.

The Director holds full faculty status with rank and is actively involved in the Association of Christian Continuing Education Schools and Seminaries. He serves as Secretary to the organization.

Features of the program. In addition to the items mentioned in the preceding paragraph, the following may be noted:

1. Up to 32 hours of correspondence credit may be applied toward a degree program at Fort Wayne Bible College.

2. All courses have been approved for veterans under the G.I. Bill and comply with the provisions of PL 92-540.

3. Lessons are graded by faculty members and other qualified personnel.

4. Program directors and faculty members are responsible for revision of syllabi and the writing of new courses.

5. Students may take courses during the summer months when resident classes are not available.

6. Lower tuition rates enable the student to take courses at a substantial savings over resident tuition costs.

7. Reduced rates for prisoners and missionaries enable these individuals to receive college-level credit that might not otherwise be available.

8. A Group Study Plan allows a number of students to meet together with an appointed coordinator leading the group. Special incentives to students include student interaction and a regular deadline for lessons.

9. Twenty-eight of the approximately 80 courses have been approved by the Associaton of Christian Schools International (ACSI) for Bible credits leading to teacher and administrator certification.

10. A special Christian Worker's Certificate Program is available for those unable to study in residence. The program involves 32 semester hours of intensive study in bible and theology as well as practical training courses in Christian education, world mission, or pastoral ministries.

11. In-service training and continuing education are possible for many people through independent study.

Christian Service Department

Definition. Christian service is a continuing ministry involvement in which students are provided opportunities for learning by doing in church and church-related organizations; in that process, students develop and exercise their spiritual gifts, skills, and abilities for competence in ministry.

Position in the academic program. Christian service is an integral part of the total academic program and is an instructional experience where there is reflected a meaningful relationship between classroom instruction and practical experience. Classroom instruction is seen as providing foundational knowledge for ministry; Christian service is seen as providing the further development of skills in ministry.

All four-year degree programs require a minimum of six semesters of Christian service with a definite requirement in the final senior year. All Associate of Arts programs require a Christian service project in the final

year. The normal pattern of projects proceeds from minimal preparation and responsibility in the freshman year to major preparation and responsibility in the junior and senior years.

The projects are coordinated and correlated in accord with the general needs and basic education of students and their vocational objectives. Career guidance information and counseling are provided to assist students in planning for specific Christian ministries. When degree programs require a supervised field experience under the direction of a qualified field instructor, students may receive both academic and Christian service credit if the experience is correlated with Christian service objectives.

The objectives of the Christian Service Department are as follows:

1. to provide Christian service opportunities for students in churches and church-related organizations to gain experience and learn skills,

2. to assist students in developing personal growth and vocational skills to be more effective in Christian service, and

3. to provide vocational information and opportunities to aid students in planning for vocational careers.

Organization and administration. The department is staffed by a Director, Assistant Director, one full-time secretary, and a part-time secretary. A faculty Christian service committee assists the department in an advisory capacity. Both the Director and Assistant Director hold full faculty status with rank, attend faculty meetings, serve on faculty committees, and are members of the Professional Studies Division. A Christian service manual explaining procedures and guidelines of the program is provided to all students.

Features/Requirements of the program:

1. Students receive counsel by the department and by program directors in selecting projects that correlate as much as possible with current course work, their academic goals and personal interests.

2. Students may select a project with more than 80 different churches and church-related agencies.

3. Students may earn summer Christian service credit equal to one semester of regular credit in a professional or semi-professional church-related position.

4. Students may participate in either a musical or dramatic performing group ministry in area churches and organizations. Weekly training is provided by qualified instructors.

5. Christian service credit is available for serving in a leadership position as a student advisor in the dormitory.

6. Students are provided assistance in developing their personal growth and vocational skills in the following ways: 1) evaluation of lesson plans for a three week period; 2) scheduled on-the-job observation and evaluation with counseling by staff personnel for a three week period; 3) six instruction classes taught by qualified instructors in fifteen different areas of interest; and 4) opportunity for personal counseling time with department personnel.

7. Vocational guidance information is provided to assist the student in future planning. An interview is scheduled in the junior year with the Director to discuss Christian service experiences and future projects in light of the student's life goals, and to inform of available vocational and placement resources.

8. Each student's performance is evaluated and graded by the sponsoring supervisor using a form provided by the department. A cumulative Christian service grade-point average of 2.0 on a 4.0 scale is required for graduation. Supervisors are provided a manual to explain the vital role they have as "real world faculty" in the training process.

9. Seniors are provided the opportunity for placement services in the form of: 1) resume preparation and vocational counseling; 2) opportunity to register with a matching placement service for a reduced processing fee; and 3) information on job opportunities.

General Studies Division

Purpose and objectives. General studies consists of requirements and electives drawn from the humanities, social sciences, and natural sciences. The division provides neither specialized nor vocational instruction. Its purposes are to explore, integrate, and apply truth as found within its disciplines, and to function with the other two divisions, assisting the student to formulate a Christian worldview and a unified concept of truth, and to equip the student to function critically and constructively as a servant-leader in the contemporary world.

The content of the General Studies Division consists of the knowledge, skills, attitudes and values which enable an individual to see from a distinctive Christian perspective those areas of life common to all human beings. All baccalaureate degree programs include at least forty-two hours of general education courses.

The goals of the General Studies Division are to develop students who:

1. communicate clearly and effectively in both oral and written forms;
2. think logically and analytically;
3. evidence skill in listening and reading and in making competent interpretations;
4. demonstrate intellectual honesty, integrity, and competence in the use of basic principles for library research and independent study appropriate to the various fields of investigation;

5. value the aesthetic, imaginative, and creative forms of expression and have developed discernment in the use and enjoyment of these forms;
6. examine present day problems from an ethical and moral perspective and make value judgments guided by biblical insights;
7. possess self-knowledge, a healthy self-esteem, and a desire to maintain physical well being;
8. respect people of differing cultures;
9. understand the nature and development of human civilization;
10. understand the interrelatedness of general studies, biblical studies, and professional studies;
11. evidence skill in applying theory to their chosen major; and
12. form an integrated Christian worldview that can operate outside as well as inside their own culture.

Administration. Effective with the 1984-85 academic year, the Division of General Studies began to function under the administration of a division chairperson. After the 1982 North Central evaluation, task forces on philosophy, objectives and structure were appointed to deal with aligning the General Studies Division with the revised mission statement. As each task force completed its assignment, the division approved the product and forwarded it to the entire faculty for a general hearing and approval. A statement of philosophy, objectives, and a core curriculum for the division has been formulated and will become effective with the 1985-86 catalog.

Since the North Central evaluation, the following areas have been addressed by the division:

1. development and approval of a philosophy and objectives statement;
2. approval of a general studies core curriculum for all degree and associate degree programs;
3. approval of a criterion for a general studies elective;
4. elimination of general studies courses which have not been taught for several years;
5. transfer of courses which were determined to be professional in content from this division to the professional studies division; and
6. formation and operation of general studies dialogue groups designed to evaluate individual courses for eliminating content overlap and establishing of integration within the division and between the other two divisions.

Changes in curriculum. In the course of restructuring the general studies curriculum, the following changes took place:

1. Twenty courses which had not been taught for at least two years were deleted.
2. Eight courses were added in science, social science and independent study.
3. Seven courses which were determined to be professional in content were transferred to the Professional Studies Division.

4. Seven courses were transferred into the division from the Professional Studies and Biblical Studies Divisions.
5. The division approved certain courses in the music program to be offered as general studies elective courses for non-music majors.
6. The Aerobics course was renamed Foundations of Fitness to reflect more accurately the content of the course instruction.
7. The Reading and Study Skills course was increased to two credit hours and changed to an inter-disciplinary course, The Learning Process.
8. The Physical Geography and Ecology course was increased to three credit hours and renamed Physical Geography. The Health, Anatomy and Physiology course was increased to three credit hours. This increase in hours allows a student to more conveniently satisfy the seven hour science requirement.

Composition. The Executive Board of the Commission of North Central has adopted the following Statement on General Education:

> General education is "general" in several clearly identifiable ways: it is not directly related to a student's formal technical, vocational or professional preparation; it is a part of every student's course of study, regardless of his or her area of emphasis; and it is intended to impart common knowledge, intellectual concepts, and attitudes that every educated person should possess.

Guidelines for general education in baccalaureate programs have been established by the American Association of Bible Colleges in their Manual, page 28:

1. Each curriculum should provide a soundly conceived sequence of general education based on the needs of students. These courses should be "general" rather than special in nature, and they should at least provide the ability to write and speak English correctly, a broad view of history, an understanding of social institutions and principles, knowledge of the scientific method, appreciation of cultural values, and comprehension of human nature.

2. A four-year program should include from one to two years (of general education), depending on the degree of specialization in the practical field.

Elsewhere in the AABC Evaluation Series (General Education in the Bible College, pages 27 and 31, respectively), is stated:

> Depending on the vocations in view and whether programs are preparatory or terminal in character, the amount of general education comes to approximately 40% of the program. Pre-seminary programs may extend this to as much as 60%...; and
>
> Typically, a Bible college program...devotes approximately one-third of the curriculum to Biblical education, another third to general education, and the other third to professional studies...

Prior to the curriculum revision which began after the 1982 North Central evaluation, all students graduating from a degree program, with few exceptions, took the following minimum general studies requirements:

Associate of Arts programs

English Composition	6 hrs
Christian Foundations	2 hrs
General Psychology	3 hrs
Reading and Study Skills	1 hr
Aerobics	2 hrs
Speech Communications	3 hrs
Social Science elective	3 hrs
Natural Science elective	3-4 hrs
Total	23-24 hrs

Bachelor of Arts degrees add:

Greek	14 hrs

Bachelor of Science degrees

English Composition	6 hrs
Literature	3 hrs
General Psychology	3 hrs
Reading and Study Skills	1 hr
Aerobics	2 hrs
Speech Communications	3 hrs
History	6 hrs
Natural Science	7 hrs
Intro. to Music	2 hrs
Intro. to Missions	2 hrs
Intro to Christian Ed.	3 hrs
Total	38 hrs

Beginning with the 1985-86 catalog, the faculty has approved the following general studies courses which will be required of all degree granting programs:

Bachelor of Science degrees

English Composition	6 hrs
Speech Communications	3 hrs.
Literature	3 hrs.
Biology	4 hrs.
Science elective	3 hrs.
General Psychology	3 hrs.
The Learning Process	2 hrs.
World History	6 hrs.
Intro. to Music or Art	2 hrs.
Foundations of Fitness	2 hrs.
Intro. to Philosophy	2 hrs.
General studies electives	6 hrs.
Total	42 hrs.

Bachelor of Arts degrees add:

Greek	14 hrs
(8 hours apply to general studies electives)	

Associate of Arts program

English Composition	6 hrs
Foundations of Fitness	1 hr
The Learning Process	2 hrs
General Psychology	3 hrs
Issues and Ethics	3 hrs
Biological Science	4 hrs
Speech Communications	3 hrs
Total	22 hrs

All professional studies programs have the following general studies courses:

1. Humanities

   a. English Composition - six credits
      (Advanced Rhetoric by permission of instructor)

b. Literature elective - three credits
c. Speech Communications - three credits
(Oral Interpretation by permission of the instructor)
d. The Learning Process - two credits
e. Introduction to Music or Art - two credits
(Foundations of Music by permission of instructor)

2. Social Sciences

a. World History - six credits
b. General Psychology - three credits

3. Natural Science

a. Biological Science Survey - four credits
b. Science elective - three credits
c. Foundations of Fitness - two credits

4. Philosophy - two credits

5. Electives - 6 credits

Courses listed in parentheses may be taken in lieu of the required courses if the student passes a test administered by the course instructor. The curriculum totals forty-two credits and serves as the base to which programs may add other general studies courses especially relevant to the professional studies major. For example, mathematics (8 credits), Physical Science Survey (4 credits), and Health, Anatomy and Physiology (3 credits) and Physical Geography (3 credits) are added to the natural science core for elementary education majors. Therefore, the required courses plus the variable additions make up the total general education component for each professional program.

The faculty approved a recommendation from the Curriculum Committee for the allocation of hours between divisions which stipulates that general studies courses will be generally heavier in the freshman year, progressing to lighter in the senior year.

Appraisal

In keeping with the authority delegated by the institutional by-laws for curricular structure, implementation, and evaluation, the Vice President for Academic Affairs has engaged the faculty in the process of curriculum revision. Assisting in this process have been the recommendations of a curriculum consultant, the report of the North Central evaluation team, and criteria for academic programs from the American Association of Bible Colleges. Structural task forces, divisional faculty meetings, Curriculum Committee meetings, faculty hearings, and faculty business meetings have been the arenas for evaluation, proposal, and change.

Biblical Studies Division

All bachelor degree programs meet the AABC minimum standards for Bible and theology credit except for the ten hour theology requirement in the pastoral ministries program. The present eight hour theology requirement has been increased to ten hours beginning with the 1984-85 catalog.

The accumulation of Bible and theology credits to meet the minimum standard for graduation is not the primary focus of the curriculum. Learning experiences in the baccalaureate programs are structured from the general to the specific, that is, consideration is given to developmental learning and the principle of maturation. The freshman student registers for Old and New Testament Survey which introduces the student to all the books of the Bible, to Biblical history and geography, and to unifying themes, such as history and redemption. In addition, freshmen may take electives in Life of Christ or Inductive Methods of Bible Study.

Sophomores enroll in hermeneutic studies or courses of a general or introductory nature such as Historical Books I. Finally, as a junior or senior, the student engages in advanced exegetical and expository book studies, such as Romans, and in theological studies.

Evaluation of the division. The course offerings are monitored by the division to insure that they continue to support the mission statement of the institution and the objectives of the division. The phasing out of the Biblical studies major, the deletion of six courses and the addition of two courses to the curriculum were a direct result of such an evaluation. Student feedback on divisional offerings is obtained at the time of pre-registration and registration. According to the 1982 attitude and opinion poll, seventy-two percent of the respondents mentioned sound Bible training as the number one strength of the institution.

In the 1984 Senior survey, ninety-seven percent of the respondents indicated that the Biblical studies courses were worthwhile. In the same survey, ninety-two percent indicated that they understood why they were required to take Biblical studies courses and eighty-two percent felt they had adequate information about or access to Biblical studies requirements.

Qualities of the division.

1. As evidenced by the attitude and opinion survey, Biblical training is perceived by various publics as the number one strength of the institution.

2. A student is provided introductory courses in Bible which lay a foundation for more advanced studies of an exegetical nature.

3. A student may use elective hours to tailor course selections to individual needs and interests.

4. Biblical studies are supplemented by theological studies which give an understanding of Christian doctrine and its application to contemporary living.

5. A student may elect to pursue courses in Biblical languages for acquiring skill in interpreting the Bible and for preparation for possible graduate study.

6. The chairperson of the division has an earned doctorate and professional experience in Bible teaching, preaching, and has contributed to scholarly publications and societies.

7. The faculty in the division have a breadth of theological training which provides doctrinal balance in teaching.

8. Integration of the biblical studies courses with the professional and general studies areas of the curriculum is made possible by some professors in the division teaching in the general and/or professional studies areas.

Needs of the division.

1. There is a need for providing opportunities for faculty development including further academic preparation to enhance several areas of teaching.

Professional Studies Division.

Following the 1982 North Central evaluation, the Professional Studies Division, under the leadership of the acting chairperson, began the task of addressing the concerns noted by the evaluation team. As divisional objectives, program objectives and course offerings were evaluated, proposals for curricular changes were channeled to the Curriculum Committee for their consideration and recommendation to the entire faculty. The councils for each program began to function in the evaluation process.

Evaluation of the programs. A number of means have been employed by the division in evaluating the quality and effectiveness of the various programs.

The program in Christian Ministries Management was evaluated by the faculty in light of the revised institutional mission statement. It was concluded that the existing focus on business needs rather than on church and church related ministries management was not congruent with the College mission statement. Discussions held with professionals in business, in ministry, in Christian management, and in the Christian Ministries Management Association indicate that there is a significant need for a program designed for management of church and church related ministries on the undergraduate level. Discussions held with the National College in Bryn Mawr, Pennsylvania which has a non-profit management program on the graduate level, provided information for developing the program.

In the spring and summer of 1981 a survey of graduates from the Christian Education program for the past ten years was conducted. General satisfaction was expressed in the curriculum offerings and training available for students through the Christian Education program.

The Pastoral Ministries program has made use of the Pastors Advisory Board, composed of pastors in the Fort Wayne area, to evaluate and offer suggestions for strengthening the program.

The Elementary Education and Music Education program conducted a self-study in 1981 for a scheduled examination by the Teacher Training and Licensing Commission of Indiana. The examination resulted in a five-year renewal. The Teacher Education Council, composed of the Teacher Education Program Director, Music Program Director, one faculty member and one student from each teacher education program, one representative from the Division of General Studies, and two alumni teachers, monitor the program in the following ways:

1. Establish policy for all of the Teacher Education programs that is compatible with the objectives of the College and the requirements of the State.

2. Evaluate curriculum and coordinate various teacher education programs.

In addition, the Teacher Education Council conducted a 1981 teaching alumni survey of graduates since 1978. Results of this survey indicate that the graduates were pleased with the education received at the College and ninety-one percent indicated they would recommend the College's Teacher Education program. A follow-up survey was sent to administrators of schools in which these alumni were teaching. When asked to rate these teachers in the categories of personal qualities, instructional proficiency, professional attitude, and classroom management, the majority of administrators (approximately 90%) rated these teachers outstanding to very good (85%-95%) in all categories.

The music faculty meet monthly with music majors providing communication between students and faculty as well as discussion of ideas and concerns regarding program requirements. Weekly music faculty meetings focus on long-range planning, budget, calendar, curriculum evaluation, faculty and student concerns.

In addition to the above, the following evaluative means are used for strengthening individual programs:

1. Student evaluation is secured through the classroom evaluation forms provided by the Vice President for Academic Affairs.

2. Student feedback is also received through classes, informal contacts, academic counseling and through program meetings held once a semester during chapel time.

3. Evaluations are conducted by the Christian Service Department on field experiences of students. Many of these experiences are correlated with program objectives.

A survey of the 1984 graduates was conducted by the Self-Study Committee and provided a means of evaluating the effectiveness of the programs of the Professional Studies Division. Table III-5 indicates the 1984 graduates' satisfaction with academic training. They indicate a high level of satisfaction (83.5%) with the training received and feel adequately prepared for a career. The division will need to study further the reasons for those who indicated dissatisfaction.

TABLE III-5

SENIOR GRADUATES' SATISFACTION WITH ACADEMIC TRAINING (N=44)

QUESTION: Has your college academic training adequately prepared you for a career?

RESPONSE	Percentage responding Male	Female	Total
Yes, I feel adequately prepared	77	77	77.0
Yes, but probably will not pursue that career	13	0	6.5
No	5	23	14.0
No, but I wasn't interested in a career anyway	5	0	2.5

Table III-6 indicates the 1984 graduates' satisfaction with their major program of study. There is indicated a high level of satisfaction with program selection.

TABLE III-6

SENIOR GRADUATES' SATISFACTION WITH ACADEMIC MAJOR (N=44)

QUESTION: Would you keep the same major if you were doing it all over again?

RESPONSE	Percentage responding Male	Female	Total
Yes	86	82	84
No, but it doesn't bother me that I can't do it over	9	9	9
No, and I really wish I had chosen a different major	5	9	7

Table III-7 indicates the 1984 graduates' satisfaction with instruction within their major. As indicated there was a general satisfaction with the instruction of the professional programs.

TABLE III-7

SENIOR GRADUATES' SATISFACTION WITH INSTRUCTION WITHIN MAJOR (N=44)

QUESTION: How do you perceive instruction within your major?
Rate on a scale: 1 2 3 4 5
Poor Excellent

Scale	Male	Female	Total
1 Poor	0	9	4.5
2	0	9	4.5
3	19	14	16.5
4	29	22	25.5
5 Excellent	52	46	49.0

Qualities of the division

1. The faculty in the division have a breadth of professional experience which supplements their academic preparation.

2. The program councils provide current insight from the professional workplace.

3. A student may use elective hours in a number of programs to pursue a minor in another area of study.

4. Students in the Christian Education or Music program may select a concentration of study within their major.

5. Integration of the professional studies courses with general studies and biblical studies areas of the curriculum is made possible by some professors in the division teaching in the general and/or biblical studies areas.

6. The chairperson of the division is providing constructive leadership in evaluating and administering the curricular revision.

Needs of the division. The following are the needs of each program within the professional division.

1. For each program there is the need for continuous evaluation of constituents' ministry needs as a basis for curriculum and course revision.

2. Other disciplines need to be permeated with a larger awareness of the international and cross-cultural implications of world missions.

3. The Pastoral Ministries program could profit from an evaluation of the program by graduates.

4. There is a growing interest in and apparent need for a nursery school that could also function as a lab school for students in the Early Childhood Education program. Exploratory meetings have been held with the Vice President for Academic Affairs and the program faculty. There needs to be a continued exploration of this program.

5. With the computer instruction programs becoming popular in the elementary schools, there is a need to provide teacher-education students with such instruction.

6. A handbook for advising students in elementary education is needed to guide them through their educational experience.

7. An increasing number of graduates from the Elementary Education program are seeking certification from the Association of Christian Schools International. Certification of the Elementary Education program by A.C.S.I. would be an asset for the institution and should be initiated with the 1985-86 school year.

8. The field study program for Music needs to be strengthened by the inclusion of a detailed outline of procedures for ways to select appropriate field activity, of behavioral objectives to measure the degree of completion, means to set up the individual experience, and procedure and criteria for assigning the faculty advisor.

9. The library holdings in scores for Composition majors needs to be increased.

10. The primary areas of need for the Christian Counseling major are the provision of additional faculty, the continual increase of library holdings, and the development of counseling facilities.

11. As evidenced by Table III-4, on page 27, enrollment has been declining in several programs. The demand for programs in Christian education, music and secretarial science needs to be evaluated.

Associate of Arts

Evaluation of the program. The Associate of Arts degree program was approved in 1970 and in 1976 for the Early Childhood degree. One hundred and thirty-nine persons have graduated. The following means have been used in evaluating the program:

1. Student feedback is secured through a classroom teacher evaluation form, classroom contacts, and informal meetings.

2. The faculty advisor meets with students once a semester to discuss areas of concern regarding the program.

3. The Teacher Education Council sets policies and evaluates the curriculum for the Early Childhood Education program.

Needs of the program. There has not been a formalized evaluation of the graduates from the program to determine how many continued their education, transferred to another college, or terminated with a two-year program. A comprehensive evaluation is needed to determine the effectiveness of this program in reaching its goals. After the evaluation has been completed, a promotional brochure for the Associate of Arts programs for use in recruiting prospective students should be published.

Non-degree programs

The non-degree programs have been in existence for five years. Three students graduated from the Bible and missions program the first year it was offered. No one has completed the Christian worker's certificate. Therefore, the faculty has approved the Curriculum Committee's recommendation to retain only the Christian worker's certificate program.

Correspondence Studies

Evaluation of the program.

1. Many syllabi include a request for the student's evaluation and recommendations regarding the course.

2. The director meets with graders to insure that the course is being constantly revised. Each course is automatically reviewed whenever a textbook change becomes necessary.

3. The director visits registrars of cooperating schools who accept transcripts from the program which provides an informal time of evaluation. A formal written evaluation form is secured from registrars.

4. The director has outlined a procedure of evaluation and development in the following areas of academic and curricular concern:

   a. Evaluation of course offerings in relation to
      1) courses offered on campus
      2) qualifications of graders
      3) availability of faculty to grade
      4) student need and demand
      5) comments and criticisms from students and college registrars

   b. Standardization of course numbering, course offerings and credit hours in relation to on-campus courses.

Needs of the program.

1. To computerize records is one of the greatest needs of the department. This would not only allow for more efficient recordkeeping, but would make information available that would assist in planning growth and development.

2. Expanded facilities is a growing need. A study was made on possible expansion.

3. As the enrollment continues to increase, the department will need to give serious consideration to recruiting additional graders. The present resident faculty who serve as graders are being used to their full capacity.

4. The aligning of correspondence offerings with resident campus offerings needs to be completed. It is projected that part of this process should be completed by the end of second semester 1984-85.

5. The College By-Laws need to be updated to reflect the organizational changes brought about by the formation of the Department of Continuing Education.

Christian Service Department

Evaluation of the program. The following means have been used in evaluating the Christian service program:

1. Students evaluate their Christian service projects at the end of the first semester and offer suggestions for improvement, changes, and expansion of the program. Individual appointments are scheduled with students who have offered suggestions.

2. Students evaluate the six instruction classes for Christian service projects at the end of second semester. The comments are shared with the individual instructors. Over 90 percent of the students indicated these classes were helpful for the 1983-84 academic year.

3. The Christian Service Committee meets at the end of second semester to evaluate the program and consider ideas for improvement.

4. The faculty and administration evaluated the program in the spring of 1981. The department was rated above average to excellent in all areas evaluated.

5. The Director and Assistant Director schedule meetings with the Vice President for Academic Affairs for interaction and evaluation.

6. Informal evaluation is provided as the Director and Assistant Director attend faculty luncheons and meet with individual students.

Qualities of the program. The following qualities may be noted for the Christian service program:

1. The organization and administration of the program is handled by leaders in their field who are regarded highly by other AABC member schools as is evidenced by the following:

   a. Both the Director and Assistant Director give leadership and conduct workshops for Christian service personnel at AABC conventions.

   b. The Director and Assistant Director assisted in developing a guide for evaluating Christian service programs which was published by AABC.

   c. The department receives a number of requests as well as visits from other Bible colleges and schools for counsel on program development and implementation.

   d. Both the Director and Assistant Director gave leadership to the formation in 1981 of the Association of Christian Service Personnel, a national professional organization for Christian service personnel. The Director serves as Vice President and the Assistant Director as Editor for the ACSP Newsletter.

   e. The Director and Assistant Director have been invited to other Bible colleges to evaluate their Christian service programs.

   f. The Assistant Director has served on two AABC accreditation evaluation teams.

2. An effective program of evaluation has been developed. Appointments with pastors, directors, and supervisors from cooperating churches and organizations are scheduled to build understanding and cooperation as well as to inform them of services offered by the College.

3. As evidenced by the 1984 opinion survey, the program is considered one of the strengths of the College.

4. An effort is made to link the student's academic major and future life goals with practical experience. Meetings are held with program directors to correlate Christian service projects with the academic major. Counsel is given students in choosing Christian service experiences to correlate with their major, and specialized internship experiences are arranged to correlate with future life goals.

Needs of the program. A continuing need for the Christian service program is to limit the Director and Assistant Director to a normal range of faculty responsibilities that are beyond Christian service functions, thus permitting them to more adequately achieve the departmental objectives. The

following statement from the 1975 AABC evaluation committee report refers to this need: "With the number of students to serve as well as with the range of services additional personnel are needed as soon as possible. The present administrators are being called upon to fulfill many functions beyond specific Christian service responsibilities, and this hinders the achievement of the goals and objectives of the department. More concentration of activities in the one department would be desirable."

Another continuing need is to develop a greater cooperation with program directors and the Vice President for Academic Affairs in linking the classroom experiences with Christian service projects. With the Christian service faculty being members of the professional studies division, this is projected as a partial solution to this need.

General Studies Division

Evaluation of the division. Since the minimum credits required for graduation is 128, the AABC guidelines (See page 42) for the general studies component of "approximately one third" or "approximately 40%" would translate into 42-50 credits. Every four-year program will meet or exceed these minimum standards beginning with the 1985-86 catalog. It should be noted that the accumulation of general studies credits to meet a standard is not the emphasis of the curriculum; it is to explore, integrate, and apply truth as found within its disciplines; to function with the other divisions, assisting the student in formulating a Christian worldview and a unified concept of truth; and to equip the student in functioning critically and constructively as a servant-leader in the contemporary world.

The Christian Worker's Certificate is not designed for general studies but rather for students desiring a year of intensive Bible education. Thus, no pretense is made that it represents a "balanced" education in the Bible college tradition of Biblical, general, and professional training. Also, the program is intended for those students who desire to increase their effectiveness in Christian lay ministry rather than to prepare for professional Christian ministries.

Table III-8, on the following page, presents perceptions of the 1984 graduates regarding general studies courses. They indicate satisfaction with most courses except in the areas of natural science, physical education and health. It should be noted that the change in instructors for natural science courses for the 1983-84 school year would not be reflected in these statistics.

TABLE III-8

SENIOR GRADUATES' PERCEPTIONS REGARDING
GENERAL STUDIES COURSES (N=44)

QUESTION: In general, what was your reaction to the general studies courses in the following areas: Rate on a scale 1 2 3 4 5
Very poor Very worthwhile

General Studies Course	Percentage responding				
	1	2	3	4	5
English	4	0	26	42.5	27.5
Speech	0	13	23.5	34.5	29
Social Science	0	9	38.5	33	19.5
Psychology	0	2.5	39.5	40	18
Natural Science	0	18	38	26.5	17.5
Physical Education and Health	16.5	8.5	43	32	0

With the hiring of an instructor with a Ph.D. to teach the science offerings in 1983, it is projected that future senior surveys will rate natural science as worthwhile. The graduates' perception of physical education offerings do not reflect the changes that have taken place in the offerings since their matriculation. The course title has been changed from Aerobics to Foundations of Fitness to reflect changes in course content. Another possible reason for the low rating may be due to the lack of an adequate athletic facility. The division may desire to conduct a more extensive survey to ascertain the reasons for the low ratings.

Table III-9, on the following page, presents perceptions of the 1984 graduates regarding how they felt their education increased competence in a number of areas. Most of these areas would be covered in general studies instruction. The graduates indicated increased competence in all areas to a level of satisfaction except in reading and writing skills. It should be noted that these seniors had not taken the required freshman course in College Reading and Study Skills. It is projected that the 1986 graduates will rate this area higher. The division will need to address the reason for the low rating in reading skills.

TABLE III-9

SENIOR GRADUATES' PERCEPTIONS REGARDING INCREASED COMPETENCE
(N=44)

QUESTION: Check areas in which you feel your education at Fort Wayne Bible College has given increased competence.

Response	Percentage responding		
	Male	Female	Total
Ability to relate to others	100	95	97.5
Increased self-knowledge	90	91	90.5
Sensitivity to others	81	91	86
Speaking skills	81	68	74.5
Writing skills	67	59	63
Reading skills	71	45	58
Organizational skills	81	73	77

Dialogue groups for general studies were established during the first semester of the 1984-85 school year. Divided into four areas of study and composed of general studies faculty with a consultant from the Biblical Studies and Professional Studies Divisions, the dialogue groups have the following tasks to accomplish by May 1985:

1. determine overlap and hierarchies of skills and knowledge among the related courses and establish prerequisite courses (integration within the division),

2. determine the extent to which these courses provide adequate foundation for professional courses (integration between general and professional divisions),

3. determine ways in which biblical truth may be integrated into the contents of the courses (integration between general and biblical divisions),

4. complete the preparation of course guides for 1985-86, and

5. revise guides if necessary and prepare syllabi. (These guides will be prepared for each course, thus making the place of each course in the curriculum well understood.)

Table III-10, on the following page, presents perceptions of the 1984 graduates regarding the relationship between general studies courses and their professional major. The graduates indicated a high level of relationship between these two areas of instruction.

TABLE III-10

SENIOR GRADUATES' PERCEPTIONS REGARDING RELATIONSHIP BETWEEN GENERAL STUDIES AND MAJOR FIELD OF STUDY (N=44)

QUESTION: Were you able to discover a relationship between general studies and your major field?
Rate on a scale 1 2 3 4 5
No relationship Significant relationship

Scale	Male	Female	Total
1 No relationship	.0	.0	.0
2	.0	10.0	5.0
3	19.0	43.0	31.0
4	48.0	43.0	45.5
5 Significant relationship	33.0	4.0	18.5

Table III-11 presents the 1984 graduates' understanding of the reasons for requiring general studies courses as part of the curriculum. Ninety percent indicated that they understood these course requirements.

TABLE III-11

SENIOR GRADUATES' UNDERSTANDING OF GENERAL STUDIES REQUIREMENT (N=44)

QUESTION: Do you understand why you were required to take general studies courses? Rate on a scale 1 2 3
Yes Not sure No

Scale	Male	Female	Total
1 Yes	95.0	86.0	90.5
2 Not sure	5.0	14.0	9.5
3 No	.0	.0	.0

Table III-12, on the following page, presents the perceptions of the 1984 graduates regarding having adequate information about/or access to general studies requirements. The graduates indicated having very adequate information about these requirements.

TABLE III-12

SENIOR GRADUATES' PERCEPTIONS REGARDING
GENERAL STUDIES REQUIREMENTS (N=44)

QUESTION: Do you feel that you have adequate information about/or access to the general studies requirements?
Rate on a scale 1 2 3 4 5
Inadequate Very adequate

Scale	Male	Female	Total
1 Inadequate	9.0	.0	4.5
2	9.0	9.0	9.0
3	5.0	9.0	7.0
4	43.0	45.0	44.0
5 Very adequate	34.0	37.0	35.5

Table III-13 presents the perceptions of the 1984 graduates regarding the instruction of general studies courses. Eighty-six percent of the respondents indicated that the instruction in general studies rated from above average to excellent.

TABLE III-13

SENIOR GRADUATES' PERCEPTIONS REGARDING
GENERAL STUDIES INSTRUCTION (N=44)

QUESTION: How do you perceive the general studies instruction:
Rate on a scale 1 2 3 4 5
Poor Excellent

Scale	Male	Female	Total
1 Poor	5.0	4.0	4.5
2	5.0	14.0	9.5
3	10.0	27.0	18.5
4	66.0	46.0	56.0
5 Excellent	14.0	9.0	11.5

Qualities of the division.

The following qualities are noted for the General Studies Division:

1. The division is chaired by a faculty person with a doctorate in the area of education and who has taught in the division for seven years.

2. Integration of general studies courses with the professional and biblical areas of the curriculum is made possible by some professors in the division who also teach in the professional/ Biblical studies area and by the divisional dialogue groups.

3. A student is allowed to test out of several required courses and elect instead to pursue more advanced studies in the same area.

4. A student is provided the opportunity to apply to contemporary living various concepts and theories learned in the class through Christian service field projects.

5. The 42-hour general studies requirement allows the student to explore the areas of learning considered important to the educated person.

6. A student is assisted to form a Christian worldview through various courses which are taught from a biblical perspective.

7. The dialogue groups strengthen the division offerings by eliminating overlap in teaching content and establishing basis for greater integration.

8. The seniors view general studies courses as worthwhile. (See Table III-8, page 55)

Needs of the division.

1. The curricular evaluation of the division needs to be continued using the dialogue groups as a means of identifying areas of need.

2. A plan for upgrading academic preparations of some general studies faculty needs to be developed in conjunction with the task force on faculty development.

3. The speech offerings are weak in terms of academically qualified instructors. Neither instructor has graduate preparation in speech. The division has recommended that a search be conducted for a person qualified to teach speech courses. That search is under way.

4. The offerings in physical education and health received low ratings by seniors. The division will need to evaluate the reasons for this perception and make appropriate recommendations to strengthen the courses.

North Central Concerns and Recommendations

The following is a summary of the concerns noted from the North Central evaluation report of November 8-10, 1982, on the areas of academic programs. Included is a response from the College regarding progress on each area of concern.

Concern/Recommendation	Response/Progress
Engage a curriculum consultant to work with academic dean and faculty.	Dr. David McKenna was hired as curriculum consultant
Major in Bible is not identified on transcript or in catalog	Beginning with the 1983 graduating class, the major in Bible is formally identified on the transcript. The 1984-85 catalog identifies the major in Bible for all students. Faculty approved the Bible core curriculum required of all degree students.
Team suggests that the college look at the distinction that it makes between the BA and the BS degree (the former requires 14 hours in New Testament Greek) to see if this is an important distinction.	Faculty approved BS degree as standard degree for all degree programs with the BA degree an option in three programs. The BA requires a minimum of forty-nine hours of general studies.
For a faculty of 22 full-time teachers, and for a full-time student body of 344 the offerings seem to be excessive. It would also help to have a complete survey of course offerings in order to see which courses could be eliminated without weakening the curriculum.	Curriculum evaluation has resulted in an overall reduction of 29 course offerings with the 1985-86 catalog.
Establish a strong Curriculum Committee and conduct a thorough study of curriculum.	College hired a curriculum consultant. Study of curriculum was completed. Curriculum Committee was strengthened by restructure of By-Laws.
Explore ways to provide excellent professional preparation without a proliferation of degree titles... study if all listed programs are needed.	Curriculum revision has resulted in phasing out of four majors.

Concern/Recommendation	Response/Progress
Increase library holdings in new majors	Library personnel are working with program directors to increase library holdings. A special allotment was appropriated during 1983-84 for purchase of library resources for new majors. The following represents the percentage growth since 1982: Christian Ministries Management 18%, Christian Counseling 10% and Christian Social Work 21%.
Provide critical assessment of programs of instruction	Vice President for Academic Affairs and the Curriculum Committee have established a plan to evaluate all programs of instruction. Cost effectiveness study of programs was conducted and faculty approved recommendations from the study.
Evaluate course offerings/faculty preparation in Correspondence Studies	Director of Correspondence Studies in conjunction with the Vice President for Academic Affairs has developed a plan for evaluating course offerings and faculty preparation. Part of this plan will be completed by May 1985.
There is no Chairman of General Studies Division.	Acting Chairperson was appointed on March 16, 1984 and was made Chairperson on November 16, 1984.
Develop general studies core/upgrade to college level physical science offerings	General studies task forces evaluated course offerings. Faculty approved general studies core curriculum to be effective in the 1985-86 catalog. Instructor with a Ph.D. in wildlife ecology was hired for science offerings. Examinations and course expectations have been elevated to college level.

Concern/Recommendation	Response/Progress
Review offerings/require prerequisites	Task force on structure for general studies reviewed offerings and made recommendations for prerequisites and for deletions of offerings.
Consider providing substantive courses in politics, economics, literature, art, and music for missons majors	General Studies Division re-recommended to the Curriculum Committee a course in global poverty. Designed as a required course for World Mission majors, it will cover the areas of politics and economics. Course was approved by faculty to be offered in the fall of 1985.
Adapt purposes of business administration and social work to programs	Social work program was evaluated in view of new mission statement and approved for deletion from curriculum. Business Administration major was evaluated and structured with an emphasis on Christian ministries management. Changes in objectives and course offerings were recommended and approved during the 1984-85 school year.
Align secretarial science with business administration program	Secretarial science minor is under leadership of program director for Christian Ministries Management.
Evaluate missionary nursing program	Vice President for Academic Affairs has had meetings with directors of nursing from two local schools of nursing. The program was evaluated during the 1984-85 school year with faculty approval of deleting the degree in Missionary Nursing.

Projections and Recommendations

The following projections and recommendations are concluded from this evaluation of academic programs and submitted to the President's Cabinet for their consideration:

1. It is projected that existing programs will continue to be evaluated and that new programs will be governed by the mission statement.

2. The need for additional faculty in the Christian Counseling program must be addressed. The General Studies Division has recommended that a search be conducted for a person qualified to teach speech. It is recommended that the Vice President for Academic Affairs take into consideration the meeting of these needs.

3. Curricular review should continue as an on-going process. The Self-Study Committee is recommending that consideration be given to the conducting of program audits for each professional program by qualified academic personnel from outside the institution.

4. Correspondence studies are in need of computerization of records and expanded facilities. It is projected that this need will be met according to an existing plan of institutional priorities.

5. It is recommended that the institutional By-Laws be updated to reflect the organizational changes brought about by the formation of the Department of Continuing Education.

6. It is recommended that the Associate of Arts program be formally evaluated.

7. It is recommended that consideration be given to providing Teacher Education students with computer instruction to meet this growing need in the elementary schools.

8. A handbook for advising students in the Elementary Education program is needed to guide students through their educational experiences. It is recommended that the program director prepare such a handbook.

9. It is recommended that the institution initiate certification of the Elementary Education program by the Association of Christian Schools International during the 1985-86 school year.

Conclusion

The chapter has described and evaluated the academic programs of Fort Wayne Bible College. It has been shown that the institution has a history of evaluating its program offerings and has been willing to initiate new programs and to restructure and improve curricular requirements in order to better fulfill the institutional mission statement. All existing programs, as restructured during the past two years, have been appraised as worthy of continuance. Major recommendations included the following: 1) the expansion of facilities and the computerization of records for the Correspondence Studies, 2) the ongoing evaluation and revision of curriculum with scheduled program audits, 3) the evaluation of the Associate of Arts program, 4) the initiation of certification of the Elementary Education program by the Association of Christian Schools International and 5) the addition of qualified faculty in speech and Christian counseling.

CHAPTER IV

FACULTY RESOURCES

Overview

The faculty of Fort Wayne Bible College comprises one of the institution's most valuable resources. The following pages include a description of the faculty and an appraisal of faculty effectiveness. A listing of the concerns by the North Central evaluation team is included. The chapter includes projections and recommendations for further study, and is summarized in a brief conclusion.

Description

The faculty for the 1984-85 school year consists of thirty-two full-time members, twenty-one part-time and fourteen part-time applied music instructors. Of the thirty-two full-time faculty members, ten have administrative responsibilities, including the President. Of these ten, two have teaching responsibilities.

The full-time faculty equivalency (based on a twelve-hour teaching load) was 28.28 for first semester and 28.14 for second semester for the 1983-84 academic year.

Education

All faculty members minimally have a master's degree in their teaching fields. Four faculty persons are applying for doctoral study or are actively pursuing doctorates. In the past four years, four have been awarded master's degrees, and four have been awarded doctorates since 1980.

Of the ten faculty with administrative responsibilities, two have earned doctorates, and eight have master's degrees.

Of the full-time faculty with instructional responsibilities, six, or 27.3% have earned doctorates. Of the remaining sixteen, three are completing doctoral programs, two are beginning doctoral programs, and eleven have master's degrees.

Advanced degrees for full-time faculty were earned in the following institutions:

Masters:

Ball State University
Butler University

California State University
Conservative Baptist Theological Seminary
Drake University
Fuller Theological Seminary
Grace Theological Seminary
Hartford Seminary
Indiana University
Kansas State University, Emporia
Montclair State College
New York University
St. Francis College
Temple University
Trinity Evangelical Divinity School
Toronto Baptist Seminary
University of Denver
University of Wisconsin
Westminster Theological Seminary
Wheaton College

Doctorates:

Ball State University
Luther Rice Seminary
Northern Illinois University (Candidate)
New York University
State University of New York
University of Iowa
University of South Africa (Candidate)
Walden University
Western Michigan University (Candidate)

The average number of full academic years of postsecondary education is 8.15 for full-time instructional faculty and 6.71 for full-time faculty with administrative responsibilities.

Scholarly and Professional Societies

The faculty are actively involved in scholarly and professional societies.

The librarian is currently serving in a leadership position in the Association of Christian Librarians. The Dean of Students was recently elected to the position of treasurer and membership chairman in the Association for Christians in Student Development. The Director of Christian Service serves as Vice President and the Assistant Director serves as editor in the Association of Christian Service Personnel. Three of the faculty members have served on evaluation teams for the American Association of Bible Colleges in the past two years. One faculty member is President of a local chapter of Delta Kappa Gamma, an education sorority. Others have presented papers or led workshops at conferences for professional organizations. A more complete listing of faculty involvement in scholarly and professional societies is available for examination.

Civic and Church Involvement

An important element of the College mission statement is service. Faculty members are actively involved in community organizations and churches.

Members of the faculty are or have served in leadership positions in local service clubs. Others have worked with social service agencies, served on neighborhood associations, judged various events at area fairs, area and state music contests, and sat on local boards (e.g. Fort Wayne Christian School, Child Evangelism Fellowship, Youth for Christ).

Involvement of the faculty in churches is varied. In the local churches, they serve as chairpersons of the church board, or various committees, teachers of Sunday School classes or Bible study groups, pastors, and music directors. A more complete listing of faculty involvement in civic organizations and churches is available for examination.

Faculty age

The faculty ranges in age from twenty-nine to sixty-seven. The average age is forty-three. Table IV-1 gives the distribution of faculty ages.

TABLE IV-1

DISTRIBUTION OF FACULTY AGES

Ages	Number of Professors
25-30	3
31-35	4
36-40	4
41-45	11
46-50	4
51-55	2
56-60	2
61-65	1
66-70	1

Distribution of ages is wide, but there is an important grouping in the early and late forties. If all of these continue to teach until the normal retirement age, there will be a number of retirements in the late 1990's and early 2000's.

Stability

Faculty stability has remained rather constant for the past ten years with the average number of years of service being 10.15 as compared

with 9.23 seven years ago and 6.68 nineteen years ago. Table IV-2 gives the faculty employment record. In the last five years fourteen full-time faculty have left the College at the end of the contract year. Of these, three retired, one returned to the mission field, two entered church ministries, one started doctoral studies, and one accepted the position of Head Librarian at another Bible college.

TABLE IV-2

FACULTY EMPLOYMENT RECORD

Years	Number of Professors
1-5	15
6-10	3
11-15	4
16-20	6
21-25	2
26-30	2

Educational and professional experience

A strength of the faculty is the wealth of past and supplementary experience in the fields related to their teaching. The faculty reports an average of 7.16 years of experience prior to employment at Fort Wayne Bible College. Some of the areas related to the majors of the College are:

Teachers	Experience
7	43 years of elementary school teaching
2	20 years of secondary school teaching
9	58 years of pastoral ministry
4	52 years of missionary service
8	49 years of Christian education ministry
8	60 years of college teaching
3	15 years of music teaching, church music ministry, and performance
2	11 years of social work/counseling

Inbreeding

Thirteen of the full-time faculty or forty percent received their undergraduate degree from the College.

Composite data

Counting the twenty-four full-time, the twenty-one part-time and the fourteen applied part-time music instructors, Fort Wayne Bible College employs a total of fifty-nine teachers as its instructional staff.

Appraisal of Faculty Resources

The Fort Wayne Bible College faculty is undoubtedly one of the institution's most important resources. In a 1984 opinion poll, the faculty was ranked the fourth greatest strength of the institution. Several faculty members have earned distinction in the national evangelical community through their publications and professional involvement in Christian higher education. (See Chapter II) The faculty is dedicated to the objectives of the College and is qualified to implement them. They represent a significant strength of the College.

In the senior survey, 67% of the respondents rated 75% of the faculty as exemplifying excellence in teaching and 23% rated 100% of the faculty in this category.

Education

With few exceptions, the educational preparation of the faculty is adequate. Their educational backgrounds are broad in that their graduate degrees are from a variety of institutions. The commitment to encourage more faculty members to pursue doctoral programs in their fields is evident. Within the last seven years, eight faculty members have earned their doctorates, two are completing their doctorates and two have begun doctoral programs.

The 1982 North Central evaluation team expressed some concerns regarding the need to update the professional preparation of faculty and to have a formal college plan to encourage the faculty to continue their development. A task force for faculty development is addressing this issue during the 1984-85 school year and will bring a recommendation to the faculty and administration by April 1985.

Publications and associations

The faculty as a whole has not been especially productive in the area of publications. The faculty has indicated that the reason is not lack of interest or sense of importance. Rather, priorities of time and energy have been concentrated on students, teaching and curriculum development. The professional, scholarly, civic, and religious organizations in which faculty members are involved indicate a commendable level of involvement in scholarly, societal, and religious pursuits. Six faculty members attended the 1983 AABC annual meeting and five presented major papers or led workshops.

Faculty stability

The turnover among faculty members is minimal. The 10.15 average number of years of service indicates faculty are satisfied with the conditions of employment at the institution. The College will need to give consideration to planning for replacing faculty and administrators who will be retiring in the next ten years.

Educational and professional experience

Since the primary purpose of the College is to prepare students for lay and professional church ministries, the average of 7.16 years of professional experience is a positive factor in evaluating the prospect for faculty effectiveness. Many faculty members are active in weekend and vacation preaching and teaching opportunities. Several have involvements in conference ministries.

Inbreeding

Inbreeding is avoided by the advanced training of the faculty in a variety of educational institutions and by the years of professional experience extending between their undergraduate education and their present appointments. In addition, thirteen full-time faculty have taught at the College less than five years; only three of these individuals completed their undergraduate work at Fort Wayne Bible College.

Faculty morale

The measuring of faculty morale statistically is difficult. A number of objective factors, however, do contribute to morale and, consequently, to faculty effectiveness. A number of items such as teaching load, salary, tenure, professional travel, sabbatical leave programs, rank and promotion policies, fringe benefits, and secretarial assistance will be briefly discussed in the following paragraphs.

Teaching load. Table IV-3, on the following page, gives the class load in hours taught per semester for full-time faculty for the past five years. Twelve to fourteen hours per semester is considered a full-time teaching load, and most faculty fall within this limit. Overloads, which are very infrequent, are assigned only with the prior consent of the professor involved. The 1982-83 cost study revealed that teaching load credit was being given for duties that were not directly related to the general academic program or any specific academic division. The revision of the policy on teaching load credit defining qualifications for teaching load credit would assist in resolving this ambiguity. Faculty members would appreciate more time for research, writing, and counseling. During the past two years, the teaching load of three faculty members included time for research and writing. Restructuring the curriculum is assisting in reducing teaching loads.

Student-faculty ratio. The student-faculty ratio has been declining in recent years. Table IV-4, on the following page, gives the student-faculty ratio for the past five years.

TABLE IV-3

CLASS LOAD IN HOURS TAUGHT
Fall/Spring

	1979-80	1980-81	1981-82	1982-83	1983-84
Barcalow	--	--	--	--	13/11.25
Baxter	3/6	3/0	3/0	0/3	3/0
Biberstein	--	--	--	13/12.25	13.75/14.25
Birkey	15/13	15/13	13/12	14/14.5	14/11
Cartmel	14/13	14/17	13/12.5	14/12	14/12
Collins	--	--	10.75/14.75	11.83/11.83	12.83/13.83
Conrad	6.5/12.5	9.5/11	12/12	12/12	12/12
Demond	16/16	17/13	17/15.5	16/14.75	13.5/13
Everson	--	10.5/9	12/11	14.75/12.25	13.83/14.67
Gerig, Wesley	11/12	13/12	13/16	16.75/14	16/14
Gerig, William	--	--	--	3/2.5	3/2
Green	--	--	--	--	8.5/12.25
Grimes	--	--	0/2	--	--
Hagelin	--	11/11	13/13.25	--	--
Hoatson	12.5/12.5	14.5 14.5	11.5/14.5	11.5/9.5	13.75/11.5
Hughes	15/18	15/18	13/16	13/16	--
Leigh	--	--	10/10	14/7.5	--
Mayers	--	9/10.5	12/12.25	Sab./10.25	11.5/10.25
Morley	13/13	12/12	12/12.5	Sab.	12/12
Nicholls	--	--	--	12/13.25	10.75/13
Nickel	13/11	17/14	13/10	12/13	12/13
Platte	13.5/Sab.	12/14	13/12	13/15	14/16
Ringenberg	--	--	--	--	14.75/13.5
Root	--	--	--	15.25/12.75	--
Rupp	--	--	--	13.5/11.75	12.25/9.25
Saddington	--	--	--	--	15.25/13.5

CLASS LOAD IN HOURS TAUGHT
Fall/Spring
Page 2

	1979-80	1980-81	1981-82	1982-83	1983-84
Scharfe	13/12	13/12	13/12	12.5/14	12/12
Strahm	7/12	12/12	12/11	13/12	12.75/14.75
Strubhar	13/12	13/12	13/12	--	--
Van Dyke	--	--	--	--	12.25/10
Weddle	Sab.	on leave	9/13	12/15	12.5/15
Welty	2/2	3/2	3/2	12/12.75	--

Sab. = Sabbatical

TABLE IV-4

STUDENT-FACULTY RATIO

Year	Ratio
1979-80	19.6:1
1980-81	19.5:1
1981-82	17.1:1
1982-83	15.1:1
1983-84	13.8:1

This declining ratio has apparently resulted from the reduction in student enrollment coupled with the size of the faculty remaining constant.

Class size. The average class size for the 1983-84 academic year was 18.66 students. Table IV-5, on the following page, gives the class size for the 1983-84 academic year.

TABLE IV-5

CLASS SIZE, 1983-84 ACADEMIC YEAR

Size of Class*	Number of classes		Percentage of classes this size	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Under 5 students	34	33	25.8	25.2
5 to 10 students	28	36	21.2	27.5
11 to 25 students	45	37	34.1	28.2
26 to 50 students	19	16	14.4	12.2
51 to 100 students	6	9	4.5	6.9
TOTALS	132	131		

* Includes seminars, directed studies, field studies. Does not include applied music.

Several of the introductory freshman courses have consistently been quite large. The majority of classes, however, have been small enough to allow for useful interaction.

Salary. Table IV-6, on the following page, compares the latest average salary figures available for American Association of Bible Colleges and specialized institutions from the AAUP tables with the Fort Wayne averages. The figures are for base contract salaries for ten months and do not include other fringe benefits. Salaries are also supplemented by post-session teaching, as well as by other special teaching ministries (Adult Christian Training School, Speedreading, etc.). All honorariums for speaking engagements and royalties for published works are retained by the faculty member. Faculty with administrative responsibilities are not included in this comparison.

A comparisom of the 1973-74 average salary for all ranks at Fort Wayne Bible College with that of four-year, specialized church-related colleges shows that the average salary at the College was 81 percent of the average recorded in the AAUP Tables.

TABLE IV-6

SALARY COMPARISONS, 1983-84

	AAUP Specialized Church-related	AABC* (250-750 students)	Fort Wayne
Professor	24,660	16,967	19,000
Associate	21,670	14,650	17,000
Assistant	18,350	12,951	15,500
Instructor	15,480	10,080	13,500

* American Association of Bible Colleges

Table IV-7 shows the salary increases since 1982 for all ten of the full-time instructional faculty members employed during the entire period.

TABLE IV-7

SALARY INCREASES, 1982-84

Faculty Member	1982-83	1983-84	1984-85	Increase 1982-84	% Increase (2 years)
A	$15,150	16,050	16,725	1,575	10.4
B	15,950	16,700	17,375	1,425	8.9
C	17,800	18,550	19,285	1,485	8.3
D	14,900	16,050	18,310	3,410	22.9
E	21,500	22,250	23,060	1,560	7.3
F	17,750	18,250	18,985	1,235	7.0
G	17,900	18,600	19,335	1,435	8.0
H	21,250	21,925	22,735	1,485	7.0
I	18,450	19,650	20,385	1,935	10.5
J	18,750	19,300	20,535	1,785	9.5
AVERAGES	17,940	18,732	19,673	1,733	9.98

In 1976 the salary schedule for instructional faculty members was restructured to a base figure for each rank plus added increments. Since then there has not been a significant increase in salaries outside of the annual across the board increase as determined by the Governing Board. In the 1981-82 academic year a Teaching Faculty Compensation Standing Committee was formed to address the salary and fringe benefits of the teaching faculty.

Until 1984-85, salaries for faculty with administrative responsibilities had not been figured by the published teaching salary scale found in the Faculty Handbook. This has been resolved with a policy approved in 1984 relative to administrative faculty which states that salaries for all faculty with rank are figured on the same salary scale.

Tenure. The College tenure policy states that a faculty member is eligible for two-year terms after three years of acceptable service and the automatic extension of an annual contract after seven continuous years of satisfactory service. Of the thirty-two full-time faculty for the 1984-85 academic year, twelve are tenured and of this number two are faculty with administrative responsibilities. A task force is reviewing the tenure policy during the 1984-85 school year.

Professional membership and travel. The College encourages faculty members to join, attend, and participate in at least one professional or learned society in the area of their specialization. For the 1984-85 school year, $6,025 is available for professional memberships and for assistance in faculty travel, registration, and living expenses incurred through participation in professional seminars.

Sabbaticals. Faculty members are eligible for sabbatical leaves of absence after seven years of full-time service at the College. These are for purposes such as scholarly research, travel, and writing. The policy provides for a one-semester leave at full salary or a full academic year at half salary. Because they are intended for professional enrichment rather than as a reward for services already rendered, faculty members awarded such leaves are expected to return to their faculty positions for at least three years following their sabbatical. If the faculty member does not return or gives only part of the required period, a schedule of repayment will be effected. Since 1975, five members of the faculty have taken advantage of the sabbatical leave program.

Rank and promotion. The promotion procedure is described in the institutional policy manual and available to all faculty members. There are no defined appeal procedures for those not promoted. A proposed model for due process is being developed and should be in place by the 1985-86 school year.

Faculty Evaluation. The only formal evaluative means currently used to measure faculty effectiveness are student evaluations conducted at

the end of first semester and classroom evaluations conducted by the Vice President for Academic Affairs. According to the student evaluation of the full-time faculty for the fall semester of 1983-84, an average of 5.98 on a 7.0 scale was received. A model for faculty evaluations is being proposed by a task force and will be operational for the 1985-86 school year.

Fringe benefits. Faculty enjoy the following primary fringe benefits: life insurance, health and accident insurance, retirement plan, and disability protection. These benefits are described in the Faculty Handbook and/or Employee's Handbook and are currently being reviewed in light of the present national economy. Beginning with 1982, faculty began to share in the cost of health and accident insurance.

In addition, faculty receive the following benefits:

1. complimentary tickets to athletic events, and Special Events Series,
2. full tuition benefits for spouse, unmarried dependent children,
3. free parking space,
4. use of faculty lounge with free coffee,
5. use of gymnasium,
6. use of tennis courts and athletic field,
7. a discount of 10 percent at the Bethel Bookstore,
8. a reduced rate for meals in cafeteria, and
9. use of library services with no fines.

Secretarial service. Nine faculty members with administrative responsibilities have private secretaries. One instructional faculty member has a private secretary. Eight faculty members have secretarial assistance provided by the work-study program. The remaining faculty members receive assistance through a full-time faculty secretary.

Office facilities. Private office space with furnishings and telephone is provided for all full-time instructional faculty members. These offices are adequate for study and counseling. Part-time faculty share a large office.

Faculty committees. Almost all faculty members serve on at least one faculty committee. The standing committees, with their memberships, are listed in the faculty handbook.

Morale questionnaire. As a follow-up to an earlier survey in 1982, a faculty morale survey was conducted by the Self-Study Committee (See supplementary materials available for evaluation team). Twenty-seven faculty anonymously returned completed questionnaires. The average number of positive, neutral and negative factors was not different between surveys.

In both years, positive factors outnumbered negative factors by nearly two to one. Table IV-8 is a summary of the positive, neutral and negative responses assigned to individual morale factors in 1982 and 1984.

In the 1984 survey, individual factors receiving the greatest number of positive ratings were relationships with students, relationships with other faculty, college goals, religious atmosphere and classroom facilities, respectively. Relationships with constituency and the governing board, faculty educational assistance, and social atmosphere, respectively, received the greatest number of neutral ratings. Tenure policy, work load, salaries, relationship to the administration and fringe benefits, respectively, received the greatest number of negative ratings. One hundred percent of respondents considered relationships with students a positive factor. No one factor was regarded as negative or neutral by all respondents. Overall, the results suggest greater consensus on positive factors than on neutral or negative factors.

TABLE IV-8

POSITIVE, NEUTRAL AND NEGATIVE FACTORS
ASSIGNED TO INDIVIDUAL MORALE FACTORS
1982-1984

	Positive		Neutral		Negative	
	1982	1984	1982	1984	1982	1984
Salaries	9	8	4	4	11	15
Workload	11	7	3	3	10	17
Fringe Benefits	13	8	4	5	7	14
Office Facilities	11	15	5	7	8	5
Secretarial Help	10	14	7	7	7	6
Faculty Advancement	6	5	6	9	12	12
Classroom Facilities	17	18	5	6	2	3
Other Facilities	7	8	7	10	10	9
Tenure	4	3	11	5	9	18
Faculty Ed. Assistance	8	9	9	15	7	3
Curriculum	12	14	9	8	3	5
Relationship to:						
Other Faculty	18	26	2	1	4	0
Administration	10	12	2	1	12	14
Students	21	27	2	0	1	0
Staff	13	15	9	11	2	0
Governing Board	5	6	18	18	1	3
Constituency	7	6	16	20	1	1
College Goals	18	21	4	5	2	1
Achievement of Goals	12	12	7	7	5	8
Academic Freedom	13	11	9	11	2	5
Religious Atmosphere	18	18	2	2	3	7
Social Atmosphere	6	7	12	14	6	6

Compared to 1982, the top positive factors were identical. Three of the top four neutral factors were also the same. Tenure policy, rated neutral by most faculty in 1982, was ranked as a negative factor by most faculty in 1984. Work load, salaries and relationship to the administration were prominent negative factors in both years. Fringe benefits, rated by most respondents as positive in 1982, were rated as negative by most respondents in 1984.

Table IV-9 summarizes the rankings of individual factors by factor scoring which were similar in both years. Regardless of the method used, relationships with students, relationships with other faculty, and college goals and purposes were first, second and third, respectively, in total scores, a pattern nearly identical to the 1982 survey. Tenure policy ranked last or next to last regardless of year or method.

TABLE IV-9

RANK ORDER OF
FACULTY MORALE FACTORS
1982 and 1984

	Method A				Method B			
	1982		1984		1982		1984	
RANK	FACTOR	SCORE	FACTOR	SCORE	FACTOR	SCORE	FACTOR	SCORE
1	Students	181	Students	197	Students	426	Students	530
2	Faculty	146	Faculty	181	Faculty	372	Faculty	504
3	Goals	140	Goals	130	Goals	354	Goals	393
4	Relig.Atm.	111	Relig.Atm.	99	Relig.Atm.	332	Relig.Atm.	351
5	Classrm.	93	Staff	97	Classrm.	307	Classrm.	309
6	Ac.Free.	80	Classrm.	83	Ac.Free.	244	Office	270
7	Achmt.	74	Sec.	69	Achmt.	244	Staff	265
8	Curric.	69	Curric.	58	Admin.	226	Sec.	254
9	Staff	60	Office	55	Wrkld.	225	Admin.	243
10	Office	50	Ac.Free.	46	Fringe	216	Curric.	242
11	Wrkld.	39	Ed.Aid.	39	Office	212	Achmt.	217
12	Cnstit.	23	Admin.	35	Staff	212	Ac.Free.	193
13	Fringe	21	Soc.Atm.	34	Curric.	208	Salary	193
14	Sec.	18	Achmt.	28	Salary	187	Fringe	187
15	Admin.	18	Constit.	21	Sec.	180	Wrkld.	164
16	Salary	13	Other	13	Other	141	Ed.Aid.	153
17	Gov.Bd.	11	Gov.Bd.	13	Ed.Aid.	136	Other	148
18	Soc.Atm.	11	Salary	-2	Advnce	126	Soc.At.	129
19	Ed.Aid.	5	Fringe	-4	Soc.Atm.	110	Advnce	117
20	Other	-2	Advnce	-22	Cnstit.	97	Constit.	107
21	Advnce	-31	Wrkld.	-37	Tenure	90	Tenure	88
22	Tenure	-31	Tenure	-68	Gov.Bd.	66	Gov.Bd.	80

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In examining trends, it is more helpful to compare mean scores of a given factor per respondent than total score because of the larger number of respondents in 1984 (27 compared to 24 in 1982). Although means of any given factor were rarely identical in both years, there were no statistically significant increases or decreases of mean factor scores.

The distribution of respondents' overall estimates of their own morale, as well as their estimates of overall faculty morale were independent of survey year, but approached significance for the second variable. While self-estimates were similar for both surveys, perception of overall faculty morale declined in the 1984 survey.

Morale analysis. The survey of faculty morale measures the faculty's perception of their environment, rather than the environment itself. Overall, faculty perceive that their environment contains more positives than negatives. As a group, there is consensus that relationships with colleagues and students, as well as institutional goals, are the greatest contributions to a positive work experience. Individually, most faculty rate their own morale as good. Between 1982 and 1984, faculty have developed more positive perceptions of staff relationships, office facilities and secretarial assistance. There is no statistical evidence that overall faculty morale, or perceptions of individual factors, are different than they were in 1982.

Although overall perceptions appear favorable, there are certain areas which suggest at least potential problems. Declines in average ratings of three factors, workload, achievement of college goals and purposes, and tenure policy, approached statistical significance. The first factor has a significant impact on overall job satisfaction, the second on institutional loyalty, and third on faculty retention. All three would be perceived by instructional faculty as primarily administrative responsibilities.

Estimates by faculty of their own overall morale were good and not different between years. Differences between faculty perceptions of overall faculty morale in 1982 and 1984 approached significance with morale perceived as lower in 1984. This combination suggests that this problem is more apparent than real. If most faculty still rate their own morale as good, but perceive a problem in their colleagues (most of whom also rate their morale as good), there is obviously a problem in perception. An open discussion of overall faculty morale may be helpful.

Overall, the survey indicates that those things which are most distinctive of a genuinely Christian institution, namely, right relationships, noble institutional goals, and a proper religious atmosphere, are all strong positive components of the Fort Wayne Bible College environment.

North Central Concerns and Recommendations

The following is a summary of the concerns noted from the North Central evaluation report of November 8-10, 1982, in the area of faculty resources. Included is a response from the College regarding progress on each area of concern.

Concern/Recommendation	Response/Progress
Most of the faculty have Master's degrees in one area which they teach but some are also assigned to teach courses for which they have no academic graduate preparation, and occasionally, little or no undergraduate courses either. It is important for the college to assess the qualifications of each faculty member and provide opportunities for each one to develop sufficient depth in his or her discipline.	Task force on faculty development will be addressing this issue further during the 1984-85 school year and bringing a formal College plan to faculty and administration for their consideration. Some part-time faculty will be replaced by more qualified individuals.
There is little record of efforts to update the professional preparation of the faculty. Faculty files provide little information about ongoing academic growth or formal graduate study and there does not appear to be a formal college plan to encourage the faculty to continue their development. This need is particularly evident in the field of Bible Studies which is at the heart of the college.	Faculty files have been updated to reflect faculty growth and development. There has been significant faculty involvement in seminars and graduate studies in the past two years. The faculty have been involved in developing themselves professionally by attending and participating in conferences workshops and/or graduate studies. A summary of faculty development for the past three years is available for the evaluation team.
Reduce heavy preparations/update faculty in Biblical studies division Provide intense preparation of Bible faculty	One part-time faculty person with an antiquated degree was replaced with a full-time person who has a more contemporary degree. Course preparations have been slightly reduced. Division Chairperson attended several conventions and conferences and presented a paper at one conference.
Upgrade academic preparation of faculty in professional division	Four faculty in the division are taking graduate instruction beyond the masters level. In addition, a Th.D. candidate with dissertation to be approved replaced a person with an M.A. degree.
There is also some ambiguity about the process which is followed in establishing administrative faculty salary scales and and the criteria for promotion and for sabbaticals.	Policy for administrative faculty was approved in 1984 to resolve these ambiguities.

Because of the number of Divisions (3) and of Departments (9) there are four one-person departments in which the chairman and the faculty are identical; there are too many chairmen for the size of the faculty. On the other hand, the General Studies Division has not had a chair for two years.

As described in Chapter III, the professional division has been restructured. This new structure eliminates departments and replaces the position with a director of each program of instruction. This reorganization also eliminated three academic programs which reduced program directors to seven.

An Acting Chairperson for the General Studies Division was appointed on March 16, 1984 and was made Chairperson on November 16, 1984.

Projections and Recommendations

The Self-Study Committee is submitting the following projections and recommendations relative to faculty resources to the President's Cabinet for their consideration:

1. It is projected that a continued effort will be expended in broadening the educational background of the faculty, both by securing qualified faculty members with the minimum of a master's degree in their field and by encouraging present faculty members in more continuing educational exposure.

2. The faculty has been moderately successful in publishing over the past years. The task force on faculty development is considering ways of encouraging faculty members to spend additional time in research and writing. It is projected that a formal plan for faculty development will be in place by the 1985-86 school year.

3. It is projected that the Vice President for Academic Affairs will continue to encourage faculty involvement in professional meetings, civic, and religious organizations.

4. The faculty allowance for travel to scholarly and professional meetings should be gradually increased and a policy for the allocation of these funds should be considered. It is further recommended that consideration be given to include some coverage of society meetings in which a faculty member holds office or participates by presentation of a paper.

5. There is no due process procedure available for a faculty member to appeal policy or resolve a grievance. It is projected that such a policy will be approved prior to the accreditation team's visit.

6. It is also projected that a more comprehensive form of faculty evaluation to assist in measuring effectiveness will be established for the 1985-86 school year.

7. There should be a continued effort to increase faculty salaries.

8. The student-faculty ratio has been declining in the last three years. It is recommended that the Vice President for Academic Affairs address this issue.

9. The faculty morale survey indicated a problem in perception of faculty morale. The Self-Study Committee is recommending that the Vice President for Academic Affairs address this issue.

10. There needs to be a review of the policy on determining faculty load credit prior to issuing faculty contracts for 1985-86.

Conclusion

This chapter has described and evaluated the faculty resources at Fort Wayne Bible College. Perceived faculty strengths include 1) a high degree of stability, 2) extensive ministry and professional experience, 3) continuing formal education, 4) active involvement in scholarly and professional societies and religious organizations, and 5) a high level of commitment and loyalty to the College. Areas where there is need for improvement include 1) a need to strengthen efforts for broadening the educational background and experience of the faculty, 2) completion of the plan for faculty development, 3) increasing expense allowance for professional meetings, 4) completion of a due process procedure and reviewing of the policy on faculty load, 5) increasing faculty salaries, and 6) a need for addressing overall faculty morale.

CHAPTER V

STUDENTS AND STUDENT DEVELOPMENT

Overview

In order to gain a comprehensive understanding of student life at Fort Wayne Bible College, the following areas will be described and evaluated in this chapter: Student Profile, Enrollment and Retention, Student Financial Aid, Student Development, and Alumni Services. A listing of concerns by the North Central evaluation team is included. The chapter also includes a list of projections outlining recommendations for changes and plans for further study, and is summarized in a brief conclusion.

Student Profile: Description

The Typical Student

The typical student enrolled at Fort Wayne Bible College is 17-25 years old, caucasian, from Indiana or the Great Lakes Region, has grown up attending church one or more times a week, comes from a two-parent family, has been an average public high school student, is a Christian with a desire to serve people through full-time Christian ministry, comes from a rural or suburban environment, has visited the College prior to enrollment, has a desire to study the Bible, has selected the College because of its location and/or personal contact with the College community, perceives the FWBC education as being affordable and a value for the investment, and plans to graduate in four years.

Academic preparation

Students admitted to the College have graduated from high school or have earned the G.E.D. diploma. For the past five years the mean SAT score was 854. Table V-1 shows the mean scores of students admitted to the College for the years 1980-1984. Table V-2, on the following page, shows the high school rank of incoming students for the past ten years.

TABLE V-1

MEAN SAT SCORES 1980-1984

	Verbal	Math	Total
1980-81	420	461	881
1981-82	411	454	865
1982-83	405	450	855
1983-84	376	420	796

TABLE V-2

HIGH SCHOOL RANK OF INCOMING STUDENTS

Year	Upper 4th Quartile	3rd Quartile	2nd Quartile	Lower 1st Quartile
1975-76	57.7%	28.4%	11.3%	2.4%
1976-77	45.4%	32.5%	12.3%	9.7%
1977-78	39.9%	31.0%	15.5%	13.5%
1978-79	32.0%	38.5%	18.0%	11.4%
1979-80	48.1%	21.6%	13.2%	16.8%
1980-81	36.3%	29.2%	20.2%	14.1%
1981-82	43.5%	23.0%	23.0%	9.8%
1982-83	36.4%	25.8%	24.2%	13.6%
1983-84	27.8%	27.0%	34.1%	11.1%

For the 1984-85 school year, approximately 29 percent of the incoming students for first semester ranked in the upper quartile of their high school class, 30 percent in the third quartile, 30 percent in the second, and 11 percent in the first or lowest quartile.

Marital Status

Typically 25 percent of the College students are married. Of these, approximately 35 percent are women and 65 percent are men.

Employment

Fort Wayne Bible College employs approximately 180 students on campus. Their work responsibilities are widely varied. The largest percentage of students work in food service, housekeeping, and the maintenance of the physical plant and grounds. Others work in more specialized areas such as instructional services, radio station, library, security and various offices.

Job placement is based upon past experience, interest, availability, and willingness to learn. Many students have not had opportunities for previous employment. Providing campus work experience not only assists them while they are enrolled as students but also provides learning-skill experiences that can be helpful to them in the future. Supervisors evaluate each worker identifying areas of strengths and weaknesses in order to increase current job productivity and to improve the student-worker skills.

The College also provides a job board for posting of available off campus work. This has provided a valuable service to students and many times these job calls have resulted in permanent employment. These opportunities include babysitting, housecleaning, factory work, and sales. In addition a number of students secure full or part-time jobs in the local community.

Minority students

Table V-3 gives the enrollment figures for American minority and foreign students enrolled for the past seven years.

TABLE V-3

MINORITY ENROLLMENTS

	1978	1979	1980	1981	1982	1983	1984
American Black	12	9	11	11	17	20	16
American Indian	1	0	1	1	1	1	1
American Oriental	8	13	10	7	9	5	5
American Spanish	2	5	5	6	6	3	5
Foreign	12	11	9	10	16	17	11
Totals	35	38	36	35	49	46	38

Fort Wayne Bible College has had an open-door policy for all races, and has had blacks enrolled since at least 1936. No records, however, were kept to indicate the different races. No special recruitment efforts have been made to enroll minority groups, but all applicants are given equal consideration by the Admissions Committee. For the past seven years an average of 27 minority students were enrolled.

Foreign students are also a small minority group, and no special recruitment program has been developed for them. For the past seven years an average of twelve foreign students were enrolled.

Denominational Affiliation

Fort Wayne Bible College students come from a variety of denominational backgrounds. Though it is expected that students will adhere to the basic Christian doctrines, they are not required to sign a doctrinal statement either for admission or graduation, and admission is not limited by sectarian policies. The largest denominational constituencies are from five groups: the Missionary Church, the Christian and Missionary Alliance, the United Methodist, the Evangelical Mennonite, and the Independent Baptist. Table V-4, on the following page, gives enrollment by The Missionary Church districts and Table V-5 gives the denominational affiliation reported by students for the past three years.

TABLE V-4

ENROLLMENT BY MISSIONARY CHURCH DISTRICTS
1981-84

District	Year 1981-82	Year 1982-83	Year 1983-84
Central	95	92	97
Eastern	3	1	0
Hawaiian	9	7	7
Michigan	20	14	9
Midwest	2	2	0
North Central	25	20	21
Northwest	1	1	0
Ohio	13	9	4
Western	3	2	3
Canadian	3	2	1
Other	1	1	2
Unknown	0	3	0
Totals	175	154	144

TABLE V-5

DENOMINATIONAL AFFILIATION

	Year 1981-82	Year 1982-83	Year 1983-84
Missionary Church	175	154	144
Christian & Missionary Alliance	27	30	34
Methodist, United	29	28	31
Mennonite, Evangelical	20	25	32
Baptist, GARBC	17	10	10
Baptist, American	18	16	11
Church of God	16	12	17
Baptist, Southern	12	11	10
Brethren	13	11	10
Christian Union	9	3	4
Christian Church	14	14	13
Assembly of God	9	5	10
Wesleyan Church	11	16	12
Lutheran	6	9	7
United Brethren	4	4	6
Church of the Nazarene	2	2	6
Presbyterian	5	6	3
Mennonite, General Conference	5	5	8
Evangelical Church of North America	1	1	1
Disciples of Christ	3	3	1
United Church of Christ	4	2	5
Baptist, Conservative	3	5	4
Mennonite, Old	2	5	3
Friends	4	1	4
Methodist, Other	3	0	2
Congregational Church	1	2	2
Evangelical Free Church	1	3	5
Independent Baptist	24	21	17
Independent & Nondenominational	55	64	54
Other, not listed	19	22	22
	512	490 (no audits included)	488

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Geographical Distribution

Table V-6 gives the geographical distribution of first time students for the past four years. The majority of Fort Wayne Bible College students come from the Midwestern and Mideastern states.

TABLE V-6

GEOGRAPHICAL DISTRIBUTION OF FIRST-TIME STUDENTS BY STATES

1980-1984

State	1980-81	1981-82	1982-83	1983-84
Indiana	142	106	124	99
Ohio	26	25	17	43
Hawaii	5	2	4	1
Illinois	11	12	9	10
Michigan	14	17	11	8
New York	1	3	8	0
Pennsylvania	4	4	3	5
Wisconsin	0	3	2	1
Other	10	16	15	7

Resident/Commuter Students. Table V-7 provides a comparison of students who have commuted and of those who have lived on campus over the past five years. The resident population has decreased by 6% in five years.

TABLE V-7

COMPARISON OF RESIDENT/COMMUTER STUDENTS

1979-84

	1979-80	1980-81	1981-82	1982-83	1983-84
Commuters	41%	43%	41%	40%	47%
Residents	59%	57%	59%	60%	53%

Credit hour enrollment. Table V-8, on the following page, indicates the number of full-time students (those enrolled for 12 or more hours) and the average number of hours enrolled for the past five years. For the 1983-84 school year, males represented 58% of the student body and females represented 42%.

TABLE V-8

CREDIT HOUR ENROLLMENT
1979-1984

Semester, Year	Number of Part-Time Students **	Number of Full-Time Students	Total Part-Time Credit Hrs	Total Credit Hours*	Average # Part-Time Enrolled	Average Number of Hours Enrolled
Fall 1979	102	364	594.5	5360.5	5.83	14.72
Spring 1980	94	340	566.0	5048	6.02	14.84
Fall 1980	101	368	601.0	5377	5.95	14.61
Spring 1981	141	341	810.0	4954	5.74	14.52
Fall 1981	102	344	603.0	5003	5.91	14.54
Spring 1982	95	335	532.0	4774.5	5.60	14.25
Fall 1982	95	356	517.0	5102.5	5.44	14.33
Spring 1983	100	329	504.0	4743	5.00	14.41
Fall 1983	92	337	596.5	4419.5	6.48	13.11
Spring 1984	103	316	606.0	4406.5	5.88	13.94

* Includes only those enrolled for 12 or more hours
** Includes those enrolled for 11 or less hours.

From the fall of 1979 to the fall of 1983 tuition costs increased $44 per credit hour, with the greatest increase ($20 a credit hour) experienced between the fall of 1981 and the fall of 1982. However, the fall enrollment of 1982 did not experience a decrease; rather, there was an increase of fifteen students. Over the past five years, the greatest decrease in fall enrollments occurred between the fall of 1980 (484 students) and 1981 (450 students) and between the fall of 1982 (463 students) and 1983 (429 students). In both cases, the decrease was by thirty-four students. The greatest decrease of credit hours enrolled (399) was experienced between the fall of 1980 (6,015) and the fall of 1981 (5,616). A partial explanation for the decrease in the fall of 1981 enrollment is due to the fact that an unusually large class of 107 students graduated in May 1981.

Factors in Choosing Fort Wayne

The implementation of the mission statement and educational philosophies present a strong rational for students in their selection process of attending Fort Wayne Bible College.

A survey of the 1984 freshman showed that the most influential person(s) in the decision process of attending college were: (1) parents, (2) alumni, (3) present students, and (4) professional church leaders. In addition, the survey also showed that the two major factors which led students to choose Fort Wayne Bible College were: (1) the spiritual atmosphere and (2) the emphasis placed on Christian careers and majors.

Student Profile: Appraisal

Student quality

No minimum course requirements, nor minimum GPA have been required for admission; however, those who rank in the lower two-fifths of their graduating class and have an SAT score below the fortieth percentile may be admitted on academic probation. Applicants with extremely low academic records are rejected at the discretion of the Admissions Review Committee. High school performance and SAT scores have been used as the most reliable indicator in projecting academic success for the student in college. It appears that those who do well in high school will do well in college, and those who do poorly will continue to do so unless they have a change of attitude and/or motivation toward studies.

A study to determine the performance of students admitted on academic observation and academic probation would assist the College in determining if high school performance and SAT scores are reliable indicators for projecting academic success. In a 1984 opinion poll conducted among the faculty, students, staff, graduating seniors, alumni, and governing board members, low admission standards were perceived as one of the greatest concerns of the institution. The faculty also ranked this as their greatest concern. The Admissions Retention Committee has slated review and revision of these standards as the top priority for the 1984-85 school year. The 1985-86 catalog will include the revised admission standards.

Minority students

Although the college has not had an active program in attracting minority students to enroll in the various programs, there has been a continuing increase in the number of minority students who elect to receive their education at Fort Wayne Bible College. In an effort to help our students acquire the "foundational preparation for life and ministry through the Church in its world mission", the College should continue its efforts in attracting and aiding minority students.

Credit hour enrollment

While there has been a steady decline in enrollment, the ratio of credit hours enrolled to the number of full-time students (those enrolled for 12 or more hours each semester) has remained very consistent. Not until the 1983-84 school year was there registered a significant decrease in the average number of credit hours enrolled. One of the reasons for this decrease might be in the increase of students taking correspondence courses. In a study for the past five years, it was discovered that over eighty percent of the graduating class of 1984 were enrolled in correspondence courses sometime during the pursuit of their degree. Over half of these had correspondence courses checked out for their senior year.

Enrollment and Retention: Description

The Enrollment Office at Fort Wayne Bible College functions as the student recruitment marketing outreach, retention coordination focal point, and student financial aid service. In the fall of 1975 professional admissions marketing consultants were hired and one of the first projects started was a search for a professional Admissions Director who was subsequently hired in March of 1976. A dramatic change began in the Admissions Office. Budget expansions were made. For example the 1975-76 budget for Admissions was $19,500 and was expanded to $32,000 with additional monies inputed to meet additional costs in April, May, and June of that budget year. The following year approximately $72,000 was budgeted for the Admissions Office and the expenditures have grown every year to $159,000 for the 1983-84 school year.

In January 1982, the Admissions Office expanded its program to include a greater emphasis on retention. Under the new title, Office of Enrollment, it provided counseling services for academically undecided students, a consumer advocate office for complaints and for suggesting changes in the programs and services of the College, more research-oriented type of statistical data, thereby increasing the number of students who complete their programs.

In June 1983, the concept of the Office of Enrollment was extended to include Student Financial Aid. With this expansion, the Office of Enrollment uses Student Financial Aid as a marketing and retention arm in the enrollment process.

In 1976, the Director for Admissions was the only professional staff person in the office and was assisted by two part-time secretaries. Presently the Enrollment Office staff consists of the Director of Enrollment, assisted in recruitment, admissions/retention, and financial aid by a staff of one Associate Director of Enrollment/Financial Aid Administrator, two full-time Enrollment Counselors, a Student Financial Aid Counselor, and one full-time Office Manager. The staff has also developed a strategy for involving present students in the recruitment and admissions effort. Currently 45 students are involved providing assistance in the campus visitation program and six to eight students support recruitment efforts of the College by phoning qualified prospective students. Beginning with the 1984 fall semester, the Enrollment Office began reporting to the Vice President for Academic Affairs.

Admission

In accordance with the stated goals of the institution, prospective students are informed of the following: that Fort Wayne Bible College seeks individuals who are looking for personal, spiritual, and intellectual development to equip them for careers in Christian ministry; that the campus offers a positive environment designed to foster growth in these three areas; that it takes a campus community working together to help achieve the educational mission of the College; and that the College works to make the most efficient use of its available resources.

The Admission staff as well as the printed material presents an accurate picture of Fort Wayne Bible College. A major program objective is to identify prospective students who are seeking a Bible-centered education and the type of majors offered at Fort Wayne Bible College.

Admission requirements

The requirements and procedures for admission are listed in the College catalog. The admission policies of the College are liberal in that the basic academic requirements are a high school diploma or equivalency certificate. High school graduates must rank in the upper three fifths of their class and have the minimum equivalent of a 2.0 grade point average on a 4.0 scale. ACT or SAT individual and combined test scores should meet or exceed the fortieth percentile (40%) of scores for the year in which the most recent test was taken based on the national averages for college bound seniors. Transfer students are to have the equivalent of a 2.0 grade point average on a 4.0 scale from each college previously attended.

Applicants who are determined by the admissions committee to be sub-standard in one or more of the areas listed among the Admissions Requirements may be approved on academic probation or academic observation.

Probation program

A limited number of students are admitted on a probationary status each year due to a class rank in the lower two fifths of the high school graduating class and/or combined or individual ACT or SAT scores below the fortieth percentile (40%). This program was introduced in 1981.

A student admitted with academic observation does not place the student on academic probation, but it requires the student to limit academic load from 12-14 semester hours and register with the Student Development Office for involvement in the Academic Improvement Program.

Students admitted on academic probation are required to limit academic load from 12-14 semester hours, meet on a regular basis with an academic advisor, show academic progress, register with Student Development Office for involvement in the Academic Improvement Program, balance student employment and academic loads in cooperation with a faculty advisor, refrain from major extracurricular involvements (such as intercollegiate athletics, and traveling musical/drama groups), and have limited use of automobile if they have one on campus.

Students admitted with academic observation and academic probation are notified by the Admissions Office of their status and accompanying restrictions at the time they are approved for admission. Consequently, they are monitored by Student Development and the Registrar's Office.

Students whose grade point average falls below the minimum stated in the student handbook are placed on academic probation at the end of the semester. The Registrar's Office communicates specific guidelines when the student is notified of probationary status.

Retention

Retention activity in the Enrollment Office has not developed to the degree that admissions marketing has. The primary retention activities currently overseen in the Enrollment Office are:

1. Providing career and academic counseling to all students with undeclared majors and to special students.

2. Working in conjunction with the Student Development and the Financial Aid Administrator to make decisions on requests from students desiring to live off-campus.

3. Working in conjunction with the Director of Business Affairs to counsel and set up special contracts with returning students who have significant indebtedness to the College.

4. Being a student consumer advocate to the College administration via the Admissions-Retention Committee and the President's Cabinet.

5. Increasing circulation of the mid-semester 6 week D/F list and the development of a study which correlates students on the list by courses and instructors.

Each semester a significant number of special students (unclassified) and auditors are enrolled. The College also enrolls a number of lay persons seeking special interest courses, pastors taking courses for professional improvement, and qualified students who are unsure of their career plans. These various classification influence the retention statistics and make it difficult to obtain an accurate picture of retention. Table V-9 gives the data for such enrollments in the fall and spring semesters since 1980.

TABLE V-9

UNCLASSIFIED ENROLLMENT

Fall 1980	Spring 1981	Fall 1981	Spring 1982	Fall 1982	Spring 1983	Fall 1983	Spring 1984
83	70	62	51	52	39	33	50

One of the ways to establish a meaningful retention picture is to examine the data compiled from withdrawal forms completed by students. This information is available from the Student Development office. One factor revealed from examination of this data is that in the last four semesters

there has been an average of twelve students who have transferred to other institutions. The Enrollment Office has made a study of attrition and retention for the last five years which is available for examination.

The Admissions Retention Committee encourages the program directors to personally contact those students who have not completed the pre-registration process to determine their status for the following semester.

Enrollment and Retention: Appraisal

One of the outstanding features of the Enrollment Office is the staff which is composed of experienced admissions and financial aid specialists. The Director was recently elected the Executive Committee's Midwest representative of the National Association of Christian College Admissions Personnel (NACCAP). The Associate Director was recently appointed to serve on the NACCAP Ethics Committee. Support staff, consisting of full-time clerical personnel and student assistants, perform a number of the routine recruitment tasks and engage in activities designed to enhance the work of the professionals.

Program directors and athletic coaches contact interested students and athletes with letters and phone calls. Such cooperation efforts provide a more personalized recruitment program to prospective students and their parents and is viewed as a strength.

Another feature is membership in the National Association of Christian College Admissions Personnel. This group provides college fairs designed to bring Christian young people in contact with Christian colleges. Involvement in this group permits the College to emphasize its unique role as a Bible college.

Another feature is the excellent relations the College has established with pastors and alumni in the supporting churches.

Another feature of the Enrollment Office concept is that the Financial Aid Office became part of its function. With this new arrangement, the financial aid communications process increased in quality, financial aid information in the form of family need estimation for prospective students has been developed, and financial aid services are viewed as a major contributing factor in student recruitment and retention.

From a technical marketing standpoint, the College has a quality recruiting program from word processing skills and training of counselors, to the effective use of student volunteers in campus visitation.

Despite the features just described, the shrinking of federal and state financial aid programs, the decline in the number of students traditionally attracted to the College, and the rise of educational costs due to inflation is a concern. The reality of the future decline in the available applicant pool cannot be ignored.

As the Enrollment Office continues and increases its efforts to influence student enrollment patterns through admissions marketing, retention, and financial aid, two physical needs become evident. First, there is the need to increase office space for personnel. Currently, the Financial Aid Office is shared by two individuals, while the two enrollment counselors have work desks in the office reception area. This overcrowding hinders the counseling of prospective and current students, and their parents. Second, the efforts of the Enrollment Office could be greatly enhanced by a computer software package designed to manage the information processed by all functions of the admission process.

Another area of potential strength in the Enrollment Office is retention. Since retention efforts have never been coordinated by one office, there remains the potential to increase student enrollment by assisting students to complete the academic programs in which they are enrolled. With the relatively small amount of statistical study in the area of retention that has been accomplished by the Enrollment Office, it appears that a positive impact could be realized with some policy changes. One of the more significant changes could be in the student tuition charges. With a shrinking average full-time student credit hour load that fell to a level below 14 credit hours in 1983-84, changing from a straight per credit hour rate to a flat tuition rate could have a positive impact on encouraging students to take more hours per semester to get the most value for their tuition dollars. At the same time this would help bring tuition dollars per student up to the level needed to support all the services offered fulltime students. It is perceived that students taking more hours will work harder and complete their programs on time and motivation will tend to be higher due to the significant investment of tuition dollars.

If the College is to make a greater impact on increasing retention, there will need to be a greater commitment to financial and human resources. From a cost-effective standpoint, it is less expensive to retain students than to recruit new students. To increase enrollment significantly over the next three to five years, will take a number of steps. The Admissions/ Retention Committee will need to determine a projection of FTE (full-time equivalency) enrollment for the next five years. These projections must be based upon realistic figures of past trends in attrition and retention along with the current decreasing high school graduate class size trends being experienced in the prime recruiting areas of the College. Table V-6, on page 86, indicates a significant decrease (43%) in first-time students for the state of Indiana over the last four years. The Admissions/Retention Committee will need to explore further the apparent reasons for this decline.

Student Financial Aid: Description

The Office of Financial Aid is a clearly defined area of service of the Enrollment Office. The staff consists of a Financial Aid Administrator and a student who functions as a Financial Aid Counselor. There has been significant growth in the financial aid services provided to students during the past five years. The awareness of federal and state regulations and their effect upon student aid promoted the appointment of a Financial Aid

Administrator and the subsequent development of a policy manual, the establishment of a Financial Aid Office, and a more efficient and accurate record-keeping system. There has also been growth in the total amount of financial aid available. All applicants are sent a brochure describing the financial aid packages available to students. Table V-10 summarizes the student financial aid for the last five years.

TABLE V-10

COMPARATIVE STUDY OF STUDENT AID

JULY 1980 - JUNE 1985

YEAR	PELL	SEOG	NDSL	CWS	STATE	GSL/PLUS	INSTIT.	TOTAL
1984-85*	$254,000	$ 60,000	$ 51,000	$ 74,800	$132,000	$400,000	$240,000	$1,211,800
1983-84	240,182	56,276	69,350	72,800	124,630	444,067	237,738	1,245,043
1982-83	198,630	52,255	63,235	78,131	125,792	352,680	222,355	1,093,078
1981-82	174,971	54,365	66,960	78,118	86,643	274,240	204,810	940,107
1980-81	178,394	47,251	71,944	83,486	96,971	103,750	169,388	751,184

* figures for 1984-85 are, of necessity, estimated

Table V-11 summarizes the number of students and percentage of students involved in financial aid for the last four years.

TABLE V-11

SUMMARY OF STUDENTS RECEIVING FINANCIAL AID
1980-1984

YEAR	NUMBER OF STUDENTS RECEIVING AID	TOTAL NUMBER OF STUDENTS	% OF STUDENTS RECEIVING AID
1983-84	384	488	78.7
1982-83	367	501	73.2
1981-82	337	512	65.8
1980-81	283	563	50.3

Student Aid: Appraisal

In 1979 the Office of Education (then a department of HEW) reviewed the Financial Aid Office and described the services as a "quality financial aid program." All recommended suggestions for improvement by this program review have been implemented.

As can be expected, financial aid is primarily a service function of the College. The students are aware of the functions of the Financial Aid Office and have access to the Administrator and Counselor during regular business hours of the College. There is a high level of cooperation and an increasing level of communication between the Enrollment and Financial Aid departments. The effectiveness of any such program can best be determined by how students are served.

There has been a steady rise in the percentage of students receiving financial aid. However, there has been a sharp increase in the comprehensive fees assessed to students with a general decline in available student aid resources. It is perceived that this might discourage new student enrollment from the lower middle to lower incomes.

There has been a rise in funds received from entitlement programs. These funds follow an unpredictable pattern as they are available only as eligible students enroll. The increase in Pell grant monies over the last three years reflects the families of students who find themselves with lower earning potential due to inflation and unemployment.

The institutional resources committed to student aid have increased as shown on Table V-10, page 94. These institutional monies include the College's share of college work study and NDSL capital, scholarship endowment earnings, and tuition reduction grants. The majority of tuition reduction grants are awarded to faculty/staff and their dependents. The institution needs to commit significant financial resources for need-based grant programs.

There has been a severe increase in the GSL/PLUS loan trend. Table V-10, on page 94, indicates that student loans have increased over 400 percent in the last five years. During the 1983-84 school year, students borrowed over one-half million dollars to finance their education through GSL/PLUS and NDSL loan programs. One of the apparent reasons for this sharp increase is the widening gap between financial resources and cost of attendance. As the student continues to borrow and is faced with dependency on loans, it is perceived that either the student will take a reduced class load or drop out of school. These options either hinder retention rates or contribute to attrition rates. In 1981, 74.3% of the graduating seniors graduated with an indebtedness of less than $4,000. This percentage fell to 61% in 1984.

In a recent study of the aggregate student budget based upon 322 students, it was determined that after the expected family contribution and aid are applied to a student's financial need, there remains a 32.2% need. There is a need to generate more funds for need-based grants to help close the gap between the family contribution and aid resources available and the total education costs.

Student Development: Description

Orientation

To acquaint new students with the campus, the community, and college life, two phases of orientation are planned.

Before Enrollment. Orientation actually begins when admissions status is granted. The acceptance letter from the Enrollment Office is followed by a congratulatory letter from the Dean of Students and a letter of welcome from the President of the College. This letter includes the Student Handbook, a brochure explaining the student insurance program, and information regarding Orientation Week. The President of Student Government also mails a letter of welcome to all new students. In addition, the Registrar sends each student a letter providing registration information.

Orientation Week. The goal of Orientation Week is to assist students through dissemination of information and elimination of obstacles which interrupt the student's adjustment to college life. Programming is based on the above stated goal, needs and concerns of new students as well as specific objectives set for the week. Orientation Week is a required program for new students prior to the semester in which they matriculate. Once students are greeted by Student Government's Welcoming Committee and welcomed at the dorms by the resident directors and their staff, a New Student/Parent Orientation Seminar is presented the Sunday afternoon prior to Orientation Week. This seminar acquaints both new students and their parents with the College by providing tours of the campus, program displays with program directors who are available to relate to students and their families, introduction of faculty and staff, presentation of an informative program, and a closing reception.

One of the features of Orientation Week is orientation groups. When the new student arrives on campus, upperclass orientation leaders are on hand to introduce them to campus personnel, facilities, and dorm routine. The orientation leaders are selected during the previous semester by the Student Development Department on the basis of potential and evidenced leadership, academic standing, spiritual maturity, and availability for service. The student deans provide student leaders with pertinent information and a format to guide them as they meet for two one-hour group discussions with new students.

New students are divided into small orientations groups of 12-14; two upperclass leaders, a man and a woman, are assigned to each group. Orientation groups attempt to provide necessary information about campus and community life, to develop a beginning identity and relationship with the institution, peers and community, and to answer any questions the new student wishes to ask.

Program activities scheduled during Orientation Week include: freshman testing, registration, Christian service and library orientations, Student Government and Student Development presentations acquainting students with campus activities and opportunities, New Student/Faculty Dinner, All-School Picnic, and Opening Convocation.

Counseling

The over-all responsibility and supervision of the counseling program is under the direction of the Dean of Student Development. The Student Development professional staff consists of the Dean of Student Development, the Associate Dean, two full-time dorm resident directors, and peer counselors (Student Advisors) who are available to 15-20 students in their residence hall. Faculty and staff also serve as a viable resource in counseling students.

Counseling services are available for all students, whether resident or commuter, single or married. Every effort is made on the part of the faculty and staff to be sensitive to student needs, whether personal or academic. This is reflected in the mission statement of the College and the institutional philosophy statement,

> We are bonded together as a caring community of maturing Christians. As a caring community of faculty, staff and students, we are bonded together through our mutual commitment to Christ and our relationship to each other as members of His body. This relationship is demonstrated by meaningful interaction in and out of the classroom.

Student needs are seen as opportunities to assist in the process of their growth and development.

Tools assisting the Student Development staff in identifying potential problem areas include the Minnesota Multiphasic Personality Inventory, the Taylor-Johnson Temperament Analysis, and the Beck Inventory. The Taylor-Johnson Temperament Analysis is administered to every new student during orientation week. Test results are filed in the student's personal file and made available to academic advisors or Student Development counselors. The MMPI and the Beck Inventory are administered when emotional or behavioral disorders are evidenced. These tools are used in counseling situations and in student advisor selection.

Students with severe psychological or emotional problems are referred to a near-by professional psychologist who is the College's consultant in such situations. The referred student's initial evaluation fee is paid by Student Development. The student is responsible for payment if it becomes necessary for the student to meet regularly with a professional counselor.

Pre-marital and marital counseling are available through the Dean of Student Development. Testing materials distributed by Family Life Publications are used to analyze strengths and weaknesses and to give direction to the counseling process. Between 10-15 engaged or married couples take advantage of this counseling per year.

In the fall of 1983, the giving of the Differential Aptitude Test and the Strong-Campbell Interest Inventory was started to assist the student in the selection and pursuit of a career and vocational choice.

Interpretation of these tests provides excellent opportunities to discuss personal growth areas as well as to suggest career alternatives that utilize the student's skills and abilities.

For students unable to pay for professional counseling and/or who desire counseling with someone not associated with the College, services are available through a qualified counselor who volunteers her time to meet with students. This individual provides evidence of malpractice insurance coverage and reports regularly to the Dean of Student Development regarding student progress and counseling methods being implemented. While no formal evaluation has been made on this service, the three students involved during 1984 have expressed appreciation for this service.

Character Evaluation Program

During a student's sophomore and junior years, a character evaluation is conducted by faculty and staff persons who have had significant opportunity to observe or relate to the student. Evaluators indicate on the evaluation form affirmation of character or reservations as to the satisfactory progress of Christian character in the student's life. If significant reservations are identified, the Student Development office contacts the program director of the student's major to decide who will relate to the student in the area of concern and to consider appropriate counsel for the student. Such interaction is recorded in the student's personal file. Affirmation of student character is also recorded in a student's personal file and used to provide positive character reference.

Student Housing

For single resident students, housing is provided in three major dorms and two smaller residences. Women's housing includes Lexington Hall, Noble House, and Meyer House. Total possible capacity is 125 resident women. Men's housing includes Bethany Hall and Schultz Hall. Total capacity is 192 resident men. Due to a reduced male population, Bethany Hall has been closed for the 1984-85 school year. The students in Schultz and Bethany dorms have been allowed to use their creativity in making these dorms homier and more appealing. In recent years the students have been creative at constructing lofts. By placing mattresses on these lofts approximately six feet off the floor, they are able to create a larger living area in their room and express some of their own personal creativity. To most students the age of these buildings is not a hindrance to living in them. Many desire to live in the facilities and refer to the age of the building as the quality that provides character to their dorm.

For the 1984 fall semester, there was a shift in the housing arrangements for men and women. Typically the women were housed in Lexington and Bethany. Beginning August 1984, all men are housed on the north side of campus in Schultz hall under the supervision of one residence director. All women are housed in Lexington dorm and two resident homes. The women's residence program is supervised by one female residence director.

The College provides some housing for married students which includes one apartment in Founders Hall, one apartment in the rear of the Library, and one apartment unit called Residence Hall with the capacity for housing 10 couples.

The College owns several single family dwellings and two duplexes which are usually rented to married students. These include two residential homes on Shady Court, and one on Indiana Avenue. These residences are suitable for married students with families. The total number of spaces available for married couples is 16. The need for married student housing appears to have declined over the past two years. This is not a reflection in the decline of the married student population. It is rather a reflection on the College's inability to be as competitive in their rental rates. Many area residents of Fort Wayne charge extremely low rental fees for the privilege of having a Bible College student live in their home. Landlords find it appealing to have tenants of the quality of the College's students. If the College were able to provide housing to married students at a reduced rate, many married students would take advantage of the opportunity to rent from the College due to the convenient location of such housing.

Health Services

Mandatory insurance coverage is provided for all students enrolled for eight or more hours unless the student shows proof of alternate coverage. The insurance fee is charged at the beginning of each semester and covers students on a year-round basis. The College provides special coverage for students involved in varsity athletics and traveling groups representing the school.

A campus dispensary provides health services for students. Two registered nurses who are enrolled at the College, equally share the responsibilities that provide 24-hour on-call service for students. Dr. Richard Laker, school physician, visits campus once a week to relate to student health needs and is on call 24 hours a day for any emergency situations.

The Health Center provides the following programs: a class on emergency procedures for the professional and student staff; a blood drive including students, faculty, staff, and administrators as donors; immunization protection for students and staff. In addition, they inform the Student Development Department and the faculty of students with health problems that may affect their learning or living situation.

Placement Services

The College placement services, processed by the Christian Service Department and the Teacher Education Program, provide seniors and alumni information regarding job opportunities in church-related vocations and teaching positions. The Teacher Education program processes all teacher placement positions and provides the service of preparing a credentials file to each graduating education major. The placement service provided

by the Christian Service Department assists students in finding (1) local job opportunities for church-related ministries while students, (2) initial vocational employment following graduation, and (3) subsequent new employment opportunities for Fort Wayne Bible College alumni. Each junior is interviewed and informed of the various services available as a graduating senior in locating employment. Each graduating senior is invited to register for placement assistance in (1) preparing a resume, (2) handling job interviews, (3) being informed of current positions available, and (4) providing a computer matching service at one-half the normal processing fee.

Information of current church-related job opportunities are posted on the Placement Board located in Witmer Hall and job opportunities for teaching placement is located on the second floor of Witmer Hall. Information on needs and requirements of over 120 different mission boards and Christian organizations are available in a vocational file in the Christian Service office. In addition, listings of teaching and church-related positions are published in each issue of the College's news magazine which is sent to all alumni. In cooperation with the Christian Service Department, the Student Development Department offers job search workshops in the areas of self assessment, resume' and letter writing, and job interviewing.

Bookstore

The College bookstore is operated by Bethel Publishing Company, the publication arm of The Missionary Church. The bookstore is located in the lower level of Witmer Hall occupying 900 square feet. Textbooks are ordered by the bookstore manager. A number of general and reference books, supplies, records and gifts are in stock.

Student Activities: Description

One of the objectives of Fort Wayne Bible College is to assist the student in the development of a well-rounded, wholesome personality based on Biblical values. The College believes that the education process includes all those activities in which the student participates during his/her years of college, and that the effective blending of classroom instruction, dorm life, daily chapel services and campus leadership opportunities all contribute toward fulfilling this objective.

Campus clubs and organizations are formally organized and governed by constitutions or procedural guidelines. Along with elected student officers, each organization has a faculty advisor to give support and direction to all proceedings and planned activities. The role of faculty advisor is detailed in the Faculty Advisor Guidelines developed by the Student Affairs Committee.

The Student Development Policy Manual details eligibility requirements for all campus leadership positions. While students are encouraged to be involved, guidelines are so structured as to limit the co-curricular involvement for those struggling academically or for those who tend to overextend themselves.

Most co-curricular offices and activities are classified into four groups with corresponding maximum point values assigned to each group. Students are permitted to hold a maximum of three offices, but are not to engage in activities totaling more than eight value points per semester. This guideline not only prevents overloading, but also makes possible wider distribution of offices and duties, thus affording more students the opportunity for developing their abilities as student leaders. A cumulative record of co-curricular activities for each student is maintained in the Student Development Office. Special recognition is given at the end of the year during Honors Convocation to the three seniors who have accumulated the most points and the student from each class with the highest number of accumulated points.

Student Government

Student Government is an integral part of college life. The Student Government was reorganized in the spring of 1983 and is functioning in its second year under a newly adopted constitution which provides for more of a governmental structure rather than being responsible for organizing various student activities. The Student Government is responsible for numerous activities on campus including Welcoming Days for new students, the All-School Picnic, prayer and praise rallies, film nights, roller skating, and concert presentations. These events compliment the activities of other campus organizations.

The Student Government president oversees the Student Senate which consists of the executive committee of the Student Government, four members at large elected by the student body, and presidents of all clubs and organizations on campus. All student-run activities are coordinated and student concerns are voiced through the Student Senate. The Senate represents the opinions and concerns of the students in policy making and planning of college events. For example, their input is requested in the yearly revision of the student handbook which may include proposals from them of specific policy changes governing student life.

Youth Conference

Each year, the students plan and produce Youth Conference weekend in which several hundred high schoolers come to campus. There are two major objectives for the weekend: to acquaint them with the programs and offerings of the College and to share the dynamics of the Christian life. Due to the magnitude of this event, a majority of students have opportunity to exercise leadership skills in a variety of ways during this weekend.

Student Missionary Fellowship

The Student Missionary Fellowship includes all students in a program to motivate, inform, and enlist their participation in the world-wide mission of the church. Officers are elected by the student body and are responsible for the planning and implementation of two chapel services each

month that focus on the different aspects of missions. Through the financial support of the student body, a variety of projects are accomplished each year. Such projects include assistance to an exchange student from Jamaica for a year, contributions to a Jamaican seminary, assistance to fellow students who make themselves available for overseas summer mission experiences, outreach to international students in Fort Wayne, and assistance to countries in the Third World. Student Missionary Fellowship has been a channel for student initiatives in world mission and a medium for international cross-cultural education.

Class Organizations

Class officers are elected annually for the organization of the individual classes. The officers preside over class meetings and are advised by a faculty person. Each class president is a voting member of the Student Senate. A variety of activities for each class and often for the entire student body are planned during the school year.

Married Student Fellowship

Each year the married students elect a president, vice president, secretary, and treasurer to govern this organization. Their purpose is to promote a sense of unity among married students and to provide such services and activities as will serve married students' needs. A number of socials are planned along with chapels specifically for marrieds dealing with such topics as sexual adjustment in marriage, communication skills, and marital roles.

The officers of this organization oversee the Agape Fund which provides money to meet emergency financial needs of married students (i.e., medical expenses, outstanding bills, personal needs, etc). Monies in this fund are provided by anonymous donors through the Development office and are made available to needy married students in amounts of $50 or less per month. As many as five families in one month have benefited from this fund.

Off-Campus Singles Fellowship

Single off-campus students enrolled for eight hours or more, are members of the Off-Campus Singles Fellowship. Their goal is to provide a direct access to the College community both physically and socially. Activities such as banquets, lunches with faculty and administrators, food drives and a chapel presentation help the commuter student overcome the sense of isolation often resulting from living and working off-campus.

Athletics

Intercollegiate athletics play an important part in the life of the student body. The College believes it is important to use one's God-given talents to His honor and glory. Many lessons are learned as the student

athletes cooperate with one another, control feelings and emotions, and function in a pressurized situation. The more highly-skilled students may participate in inter-collegiate soccer, women's volleyball, men's basketball, and women's basketball. The student body supports the athletic teams with their attendance at games and encouragement on and off the field of play. The College is a member of the National Christian College Athletic Association. In the 1983-84 athletic season, 52 student athletes participated in the intercollegiate athletic program, representing over 12 percent of the student body.

Intramurals is also an important program. Team sports such as flag football, volleyball, basketball, and co-ed volleyball and basketball are highlighted throughout the year. In the 1983-84 school year, over 200 students took advantage of this program. On Saturday mornings and afternoons, the gymnasium is open for free activity for students. Student Government also organizes individual tournaments in ping-pong and pool. Foos-ball is available in the Student Union.

Facilities consist of a small gym (60' x 60'), three tennis courts, a soccer field, a flag football field, and one small locker room. Foster Park, just three blocks west of the campus, offers opportunity for golfing, jogging, biking, hiking, cross-country skiing, and exercising on a parcourse.

Banquets

While to a large extent the banquets that are planned depend upon the individual choice of clubs and organizations, there are several annual banquets. The Junior-Senior Banquet is planned by the Junior Class in the spring semester for all Juniors with graduating Seniors as their guests. The Governing Board of the College provides an appreciation dinner for all faculty, staff, and their spouses.

Spiritual Life

Fort Wayne Bible College is a fellowship of maturing Christians with the goal of becoming conformed to the attitudes and conduct of Christ. Therefore, consistent emphasis is placed upon the development of a student's spiritual life.

Church. Church attendance is required for all students enrolled for eight or more hours. Because students are preparing for ministry in church-related vocations, involvement in a local church becomes an obvious opportunity both for personal growth and preparation for service.

Chapel. Five days a week, students enrolled for 8 hours or more, attend on-campus Chapel services. Effort is made through the regular planning of the Chapel Committee to provide a variety of experiences to aid personal growth and worship, to expose students to various Christian service opportunities, and to challenge students ultimately to fulfill the world-wide mission of the church.

Spiritual Emphasis. At the beginning of each semester, time is set aside from classes in order to direct the students' minds toward spiritual growth. College faculty, at the onset of first semester, present one-hour seminars that focus on building Biblical principles into students' lives. A carefully planned progression of concepts has been structured for presentation which operates on a cyclical basis over a four-year period. Second semester, the Staley Lecture Guest Artist Series and the Spiritual Emphasis event is combined with the same goals in mind. Along with these designated times, one morning of classes is set aside each month for the purpose of worship, training, and instruction related to areas of spiritual growth and service. Outside speakers, faculty, and students are regularly involved in the leadership of these services.

Cultural Events

A full program of cultural events is sponsored by the College involving not only student performers, but also a wide range of nationally-recognized lecturers and artists. Musical concerts, drama presentations, lectures, and athletic events are open to the public and the student body. Attendance for the programs has been excellent on the part of the student body, and the increasing number of patrons from the general publics has been encouraging.

Student Advisor Program

The student advisor program exists to ensure that the residence halls are utilized as living-learning centers, not merely places to sleep and spend leisure time. The student advisor program is essential in providing practical growth experiences which enhance and supplement the student's formal class work. Each student advisor is responsible for providing a variety of meaningful activities to the 15-20 students in the dorm unit and to relate to individual needs and problems that arise from day to day. Advisors function under the direct supervision of full-time professional staff members who also live in the dorms.

Student advisors are selected after a thorough application process which includes a written application, reference forms, personality and Biblical knowledge testing, and interviews. Advisors are selected in the spring semester of each year and begin one full year of service the following fall semester. For this service, their dormitory rent is paid. Student Development provides training materials during the summer months, a three-day off-campus retreat for practical training and instruction before school begins, and bi-weekly training sessions during the school year. These sessions focus on peer counseling skills, confrontation, time management, and numerous other areas related to the student advisor's responsibility for dorm leadership and programming.

Academic Improvement Program

Beginning in the fall of 1974, the Student Development Department has offered an Academic Improvement Program. The purpose of A.I.P. is to

aid students in building good study habits and to provide a source of encouragement. While it is open to any interested student, students on academic probation are required to attend the academic improvement classes.

A.I.P. has involved an average attendance of twenty-five to thirty students per semester. During the 1983-84 school year, forty-eight students were involved in the program. Of these students, sixty-seven percent realized a GPA improvement and forty-six percent were successful in being removed from probation.

Standards of Conduct

The Community Lifestyle Statement, found in the Student Handbook, is in harmony with the overall objectives for students at the College: that is, the Bible is the final authority on all matters of faith and conduct. Where the Bible does not specifically express instruction, the College has provided guidelines which are helpful for community living. Because students attend Fort Wayne Bible College for its Biblical foundation and standards, and because stated guidelines allow room for the development of personal standards and convictions, it is rare to hear students react negatively to its content. All students upon application to Fort Wayne Bible College state their agreement to abide by the Community Lifestyle Statement.

Student Activities: Appraisal

The breadth of campus student activities represents a significant portion of time and attention given by the Student Development staff, faculty advisors, and student leadership. In addition to the major organizations described in the preceding pages, there is a variety of others. While these organizations relate to a smaller segment of the campus population, their existence still affects the overall contribution to the student body. These include: Delta Pi Sigma, Alpha Kappa Club, and The Vine (yearbook). Students have ample opportunity for leadership experiences and involvement in weekly campus activities.

Married Students Fellowship

Progress has been made in improving married students' programming. The Married Students Fellowship has conducted successful programs and increased social events to one per month. Many events have record attendance. The married students have become more unified and consider themselves a part of the campus community. Numerous faculty have been personally involved with individual married students, thus meeting a need for more personalized instruction, counseling and discipleship. Student government has been sensitive towards married students in planning various family-oriented events. Material and financial support have been more readily available than at any point in the history of the Married Students Fellowship. Friends of Fort Wayne Bible College continue to provide groceries for needy families. The Agape Fund has been utilized extensively. Special scholarships have been

established by the Development Department enabling some married student families to benefit substantially by tuition reduction. All of this is significant as married students represent nearly one quarter of the entire student body.

Off-Campus Singles Fellowship

Efforts to meet the needs of the off-campus single students have realized some progress. There has been an encouraging increase of single off-campus students' participation in school activities. Typically the numbers are not large but the participation of different students attending activities indicates that a fairly broad section of off-campus singles is being reached. One strength of the program is student leadership. Programming needs to be varied more and structured to meet the needs of smaller clusters of students.

Youth Conference Appraisal

In 1983 a committee was appointed to evaluate the impact of Youth Conference on student admissions. Based on the assessment tool administered to the student body in April 1983, it was discovered that Youth Conference is effectively accomplishing its goal of introducing students to FWBC for the purpose of admission.

Student Advisor Program

The student advisor program continues to be one of the more successful student programs on campus. Student advisors are asked to evaluate their training. This evaluation tool, administered from 1981 to 1983, indicated continued improvement in the training of student advisors. In 1983 the student advisors on a scale of 1 to 10 evaluated the training program at 8.1. While the mean response was 8.1., the mode was 9.0. Continuation of such quality training is vital to successful management and programming of the residence halls.

Director of Student Activities

One of the concerns of student activities is the pragmatic approach to activity programming. In the past there has been no specific direction given to student activities or training of student leadership from any central location. Student activities have operated without objectives or philosophical base. For this reason the Student Development Department sought approval to create a new position within the department. That position has been titled Assistant Dean of Students, with key responsibilities in the area of directing student leadership training programming and faculty advisor training. This position was filled July 1984. However, due to budgetary cuts in September 1984, this position was eliminated.

Student Development: Appraisal

The Student Development Department has been a department in transition. The name was changed in 1982 from Student Services to Student Development to reflect the contemporary direction in which the department was heading and to better describe the actual purpose for which the department exists. In March of 1984 a Dean of Students was appointed after a period of four and a half years of department leadership from acting deans. Effective July 1984, the department began functioning with a new staff structure comprised of a dean of students, an associate dean, an assistant dean and two residence hall directors. In September 1984, due to budgetary cutbacks the positions of assistant dean and one full-time secretary were eliminated. The Dean of Students, in addition to his responsibilities in Student Development, also coaches the varsity soccer team. This coaching responsibility limits his administrative leadership and the achievement of departmental objectives.

A Student Development philosophical statement was created and put in place April 1983. This is the first document describing the relationship of Student Development to the College objectives. This document will give direction to the continued formation of Student Development goals and programms.

Evaluation of the department. The following means have been used in evaluating the Student Development Department:

1. Students are provided the opportunity to evaluate the orientation week program. The evaluation form correlates the questions to program objectives. The results indicate a positive response and students feel the objectives for orientation week are being met.

2. Students are provided the opportunity to evaluate the counseling services. In a 1983 survey, students were generally positive regarding the counseling services offered by the department. However, forty-one percent of those surveyed indicated that there were some problems with which the staff could not help them; the most common problem indicated was sexual. With the addition of new staff professionals with educational backgrounds in psychology and counseling, it is projected that students will see the staff as qualified to meet their needs. In addition, there has been an increase in direct faculty involvement in individual student lives.

3. A survey from campus students is conducted regarding the Health Center services. The most recent survey, conducted in 1983, indicated that ninety percent of the surveyed students felt the Health Center was meeting the students' needs.

4. Dorm students annually conduct an evaluation of the programming in the resident dorms including such areas as all dorm functions, wing meetings, dorm facilities and management. Observations from these evaluations provide the residence director with information on improving dorm programming.

5. Student advisors evaluate the training program they have received from the department in equipping them to relate to student needs. The evaluation from the 1982-83 training program was 8.1 on a ten point scale.

6. Resident students evaluate the Student Development Department in terms of the contribution of the department to the student's personal growth and the student's attitude toward the department. Evaluations from 1983-84 indicate a mean response of the resident population of 5.2 on a ten point scale to the contribution of the student's personal growth. Student attitude was not evaluated in 1983-84.

7. Faculty are provided the opportunity to evaluate the department in terms of attitudes, performance, and programming. Evaluations for 1983-84 indicate that the faculty are in agreement that student development programming is a vital part of the student's education and that the department encourages and welcomes faculty involvement with students. However, faculty are in greatest disagreement that College policies and regulations are consistently enforced and that they understand and agree with the department's philosophy of student development. Faculty forums have been and will continue to be used in providing the opportunity for open dialogue between department personnel and faculty.

8. Staff within the department evaluate the strengths and areas of concern of the program.

9. Students are also provided the opportunity of evaluating individual staff members of the department.

10. Staff members meet with students in dormitories, cafeteria, and College functions and informally evaluate the services of the department.

Features of the program. The following features may be noted for the student development program:

1. The organization and administration of the program is under the leadership of a qualified director.

2. There is a qualified professional staff with academic degrees in psychology and counseling.

3. The program is designed to meet the needs of all students. The 1982 North Central evaluation team noted one of the special strengths of Fort Wayne Bible College is that "Student Services are well organized to meet the needs of students".

4. A student advisor program has been developed to assist in meeting the developmental needs of resident students.

5. A statement of philosophy has been developed that reflects agreement with the College mission statement.

6. A plan of evaluation of programs and Student Development staff has been developed to assist in measuring the achievement of stated objectives.

7. There is an adequate counseling program to assist students in various areas of personal adjustments.

8. The orientation week program is successful in making the new student familiar with campus and College programs.

9. A student handbook is provided to all students outlining policies and procedures of the department.

10. There are programs to meet the special needs of the increasing married student population and the off-campus single students.

Needs of the program.

1. There is a need for expanding the placement services to serve the total needs of graduating seniors and alumni. Because there is insufficient staff to handle the requests, a placement file on each graduate containing a resume, letters of recommendation, and a release of information statement is not provided. The teacher education majors receive more direct and personal attention in securing job information and the preparation of a credentials file than any other professional major. In addition, two separate offices are handling the functions of placement. Additional help should be provided for the purpose of serving the graduating seniors and alumni who desire to find a job in a church-related vocation or teaching position for which they have been trained.

2. There is a need for formulating the department's objectives to be in agreement with the philosophy statement.

3. The evaluation of the department reveals that there is a need for increased communication with faculty regarding the department's philosophy and handling of student discipline.

4. The department needs to continue its services to the married student population.

5. There is a need for addressing the areas of student leadership training programming and faculty advisor training.

6. There is a need to evaluate the human resources needed to achieve departmental objectives.

Alumni Services: Description

The Alumni Department exists for the purpose of maintaining relationships with alumni, informing them of what the College is continuing to do in the lives of young people, what services are available to them, and how they can support the College in the training of young people for future ministry.

Any person having completed 24 hours of college work is considered an alumnus. An updated file is kept on each alumnus, giving the year of graduation or the years attended, the degree granted, and the current address. To date, there are 6,493 alumni members on file.

In 1978, from a mailing list of 2,927 alumni homes, 2,045 alumni responded to a biographical questionnaire for updating alumni records. The questionnaire information has been preserved on a word processor for use as needed. In 1981 Christian Education majors from the past 15 years were surveyed to enable the Christian Education Department to prepare long-range plans and objectives. Of the 200 mailed, 45 percent responded.

The Alumni Director and secretary are employed part-time and work with the assistance of an Alumni Advisory Board, consisting of 12 members living within the area. In addition, a number of regional representatives have helped coordinate alumni rallies. In 1983-84 eleven rallies were held in various locations in the United States.

Each year the Alumni Advisory Board nominates four candidates for the Honorary Delta Epsilon Chi membership. The two nominees, elected by the faculty, receive a citation, a certificate, and a Delta Epsilon Chi Key at the Honors Convocation just before graduation.

The Alumni Office provides copy for the college publication PULSE/LIFELINES, featuring outstanding alumni, newsnotes of alumni, vocational opportunities, list of births, deaths, weddings and other facts of interest. PULSE/LIFELINES is mailed to alumni. A file of lost alumni has been established and since August, 1979, 695 alumni have been located.

In 1980-81 the Alumni Office held its first annual Phonathon, with a volunteer crew of 39. Out of a projected goal of $10,000, $11,953 was raised. In 1984 the goal was $35,000 and pledges of over $38,000 were received. Each spring an alumni banquet is held bringing to campus 450 to 550 alumni for an informative and inspirational program. Monetary awards are given to several outstanding seniors by the alumni association. Class reunions are scheduled on the day of the banquet.

Parents of new babies are congratulated by letter and an "Educational Bank" is sent to each family. Announcements are posted on the bulletin board, located in Witmer Hall, and also published in PULSE/LIFELINES.

A missionary board, containing names and year of graduation of all alumni who have spent one year or more in foreign missionary service, is

located in Witmer Hall. At present the names of 631 missionaries appear on this board. Letters from these missionaries are posted and later used for times of prayer by the Student Missionary Fellowship.

Alumni are informed by mail of new programs, tuition reductions or premiums offered to them. Since 1978 a Campus-Awareness program has informed current students of the function of the Alumni Association.

Each spring the Director plans an Alumni Chapel, using alumni personnel, during which $400 scholarships are given to freshman, sophomores, and juniors. Ten scholarships were given in 1984. With the decrease in federal and state scholarship monies, alumni have pursued an effort to provide additional scholarships. In the past two years, $10,000 has been added to the alumni scholarship fund each year with $12,500 being projected for 1985.

Alumni Services: Appraisal

Fort Wayne Bible College alumni are loyal in their financial support of their alma mater. Table V-12 summarizes alumni giving for the last six years.

TABLE V-12

ALUMNI GIVING

Year	Current Alumni Listed	Number Mailed To	Current Fund Giving	Estate Giving
1978-79	5,228	2,927	$ 52,000.00	
1979-80	5,317	3,259	$139,114.26	$30,000.00
1980-81	5,474	3,443	$133,975.39	
1981-82	6,139	3,499	$175,953.00	$ 2,000.00
1982-83	6,318	3,617	$167,874.00	
1983-84	6,493	3,786	$185,969.00	

One of the major problems facing the Alumni Office is that alumni records are not easily accessible. Financial records for alumni giving were not kept separate until 1978-79 when the Alumni Office was re-established. In addition no records were kept until 1982-83 on the number of donors for each year. For 1983-84, there were 1,278 donors which represented 33.7% of the alumni mailing list. This alumni support is well above the 25% national average. The recent hiring of a computer specialist solved the problem of records accessibility. Computerization of alumni records was completed in December 1984.

North Central Concern and Recommendation

The following is a summary of the concern noted from the North Central evaluation report of November 8-10, 1982, on the area of students and student services. Included is a response from the College regarding progress on this area of concern.

Concern/Recommendation	Response/Progress
The Dean of Student Services has not yet been appointed; the position has been vacant for two years and the visitors urge the president to fill the position as soon as possible in order to strengthen the administration and to further the best interests of the College and its students.	Governing Board approved appointment for Dean of Student Development on March 16, 1984.

Projections and Recommendations

The Self-Study Committee is submitting the following projections and recommendations in the areas of admissions/enrollment, financial aid, placement, and Student Development to the President's Cabinet for their consideration:

1. The Office of Enrollment should undertake a study of incoming freshman students to determine how well students perform who are admitted on academic probation or academic observation. This would enable the College to evaluate the effectiveness of using high school performance and SAT scores as reliable indicators of projecting academic success.

2. The Office of Enrollment should continue its efforts in recruiting and aiding minority students.

3. The institution needs to address the need to generate funds for need-based grants.

4. Low admission standards was identified as one of the weaknesses of the institution in an opinion poll. It is projected that the Office of Enrollment will review current admission standards and make appropriate recommendations to the faculty during the 1984-85 school year.

5. It is also recommended that the Admissions Retention Committee: a) conduct a study of retention for the past five years, b) identify negative factors influencing retention in order of importance, and c) make appropriate recommendations that would ameliorate these negative factors.

6. It is recommended that the Admissions/Retention Committee project the FTE enrollment for the next five years. In addition, they will need to determine the apparent reason for the significant decline in enrollments from the State of Indiana.

7. The expenditures for admissions has increased significantly over the last eight years. It is recommended that a review and analysis of admissions expenditures be made comparing the specific expenditures with the freshman student survey which indicated what or who influenced the student to enroll at the College.

8. With the personnel reductions in Student Development, it is recommened that an evaluation be made of the human resources needed to accomplish stated objectives.

9. It is recommended that the Placement Services be combined into one office where adequate secretarial help can service all students requesting assistance. It is also recommended that all graduating students be encouraged to complete a resume file for use in future employment opportunities.

10. A comprehensive alumni survey has not taken place since 1978. It is recommended that one be completed by the end of 1985.

Conclusion

This chapter has described and evaluated significant aspects of the student development program, student life, and alumni services at Fort Wayne Bible College. It has been demonstrated that a family spirit characterizes campus activities. Major proposals included the following: (1) the review of admission standards, (2) the study of retention, (3) the projection of enrollment for five years, (4) the increasing of institutional and alumni funds for student financial aid, (5) the study of performance by freshman students by the Office of Enrollment, (6) the evaluation of Student Development's human resources, and (7) the conducting of a comprehensive alumni survey.

CHAPTER VI

LIBRARY RESOURCES

Overview

This chapter describes the resources of the S. A. Lehman Memorial Library. It further evaluates the total library operation for the purpose of discerning its strengths and areas of concern. A listing of the North Central evaluation team's concerns along with the College's response is included. The chapter concludes with proposals for improvement and projections and recommendations for the future.

Description

Library Purpose

The library is an essential part of the instructional program as it supports, supplements and continues classroom instruction. In order to make available the materials and services needed to carry out the objectives of the College, the library seeks to:

a. Build a collection that both supports the curriculum and provides informational and recreational reading for students and faculty and materials for faculty preparation and professional growth.

b. Give both reference assistance which helps to provide access to the collection and an orientation/instruction program that aids in the use of the library and encourages the student toward life-long research skills.

c. Provide both a facility that is conducive to study and research and the equipment necessary for lab assignments.

Building and Facilities

The S. A. Lehman Memorial Library was constructed and made available for student use in the fall of 1960. It has centrally-located open stacks on the first and second levels. Additional shelving installed in the summer of 1981 has increased the capacity to 62,000 volumes. Reading areas are on both sides of the stacks downstairs and also on the second level providing a total seating capacity of 166. There are 24 individual study carrels, four small desks, six easy chairs, round tables which provide seating for two, and long tables for four. There are periodical display panels in each reading area in addition to a periodical index table, several vertical files, catalogs, and map cases. At the rear of the library is a

small computer lab used for classroom projects and a typing room equipped with two electric typewriters for students' use. The circulation desk, librarian's office, reference desk and the librarian's secretary's desk are all located to provide easy access to the reading rooms, book stacks and work areas.

The IMC (Instructional Materials Center) is located on the second level. The CAVE (Center for Audio Visual Education) is located in a separate room and provides seating at 20 individual listening/viewing carrels which contain record turntables, cassette decks, a record/filmstrip viewer, a cassette/filmstrip viewer, a cassette/slide viewer and a microfiche reader. In addition, there is seating for eight to accommodate small group listening/viewing.

The technical services area houses the OCLC (Online Computer Library Center) computer terminal and accommodates book processing. There is also a storage room for back issues of periodicals (not bound or on microfiche), an AV room housing equipment and software for circulation, and a small archives room. There are two rest rooms, a spacious lobby with easy chairs and display cabinets, a large basement used for storage purposes (library and other college material), a small student apartment and a room presently accommodating the Department of Correspondence Studies.

A 1982 survey of the student body regarding the library facility and study atmosphere rated it 3.8 on a scale of 1 (poor) to 5 (excellent). Comments were generally favorable with suggestions for improvement: air conditioning, carpeting, more easy chairs and better lighting in some areas. During the summer of 1982 the lighting in the reading rooms was replaced with high efficiency florescent fixtures set in the drop-ceiling. This has resulted in much greater light intensity. A faculty survey of the library facility and study atmosphere rated it at 3.7 with suggestions for air conditioning and carpeting as well.

Collections

A list of library holdings for the past five years is shown in Table VI-1, on the following page.

Books. The book collection contains more than 52,000 catalogued volumes. Growth continues at a regular pace of annual acquisitions. Table VI-2, on page 117 shows the volumes added and the gross percentage of growth for the past 10 years. Table VI-1, shows a slight decrease in total volumes the last two years due to the weeding project described on page 125, Areas of Concern, Collection.

TABLE VI-1

LIBRARY HOLDINGS

YEAR	1979-80	1980-81	1981-82	1982-83	1983-84
Books					
Books added	1,519	1,247	1,064	1,144	1,651
Books withdrawn	98	194	138	1,392	1,520
TOTAL	50,884	51,937	52,863	52,615	52,746
Periodicals					
Currently receive:					
Main Library	239	244	250	260	261
IMC	130	112	113	117	116
*TOTAL	369	356	363	377	377
Audio Visual					
Records	1,734	1,734	1,737	1,748	1,754
Cassette/Tapes	1,064	1,233	1,276	1,367	1,554
Filmstrips	937	955	989	1,027	1,075
Hymnslips	28	28	28	28	28
Show 'n Tell	55	55	55	55	55
Slide Sets	66	67	75	77	83
Microforms	567	641	652	663	674
Transparencies	147	163	180	180	189
TOTAL	4,598	4,876	4,992	5,145	5,412
Teaching Aids					
Flashcard stories	158	163	163	171	171
Flannelgraph	537	549	549	555	572
Puppets	83	89	89	92	92
Puppet stories	142	142	142	142	142
Visualized Hymns & Scripture	528	530	530	533	546
Manipulative Aids	296	301	302	303	304
Picture File	4,414	4,458	4,458	4,490	4,490
Misc: Maps, Music Charts, etc.	71	73	73	77	101
TOTAL	6,229	6,305	6,306	6,363	6,418

*In addition, the library receives approximately 100 free subscriptions, kept for 3 month period.

TABLE VI-2

LIBRARY ACQUISITIONS

	Volumes Added	Growth Rate		Volumes Added	Growth Rate
1974-75	2,066	5%	1979-80	1,519	3%
1975-76	1,466	3%	1980-81	1,247	2%
1976-77	1,557	3%	1981-82	1,064	2%
1977-78	1,263	3%	1982-83	1,144	2%
1978-79	1,438	3%	1983-84	1,651	3%

Books and materials are selected through the cooperative effort of the library staff, faculty and students. For retrospective strengthening, Books for College Libraries and subject area bibliographies are used. For keeping up-to-date, Choice is used, particularly its annual list of outstanding academic books of the previous year. In the areas of Bible and Theology, great reliance is placed upon the faculty for recommendations. Beginning in 1980-81, a concerted effort has been aimed at the selection of books and materials in support of the new majors and minors, especially Business Administration (Christian Ministries Management), Christian Social Work and Christian Counseling. This is being done in cooperation with professors teaching in these areas and is continued each year as new courses are added.

Evaluation of the collection is an on-going process. As time and budget allow, evaluators employ such resources as various subject area bibliographies, Books for College Libraries, Sheehy's Guide to Reference Books and Katz's Magazines for Libraries. Librarians and faculty presuppose a very selective policy as these tools describe volumes beyond the library's needs or resources.

Until the recent weeding project was undertaken, continuous weeding had been done mainly on the basis of replacing outdated materials with current editions. Weaknesses in the collection had been revealed primarily through requests that could not be filled. Due to the easy access of materials through Tri-ALSA (Area Library Services Authority)and OCLC interlibrary loans, these needs were usually met. However, beginning with spring vacation 1983 and concluding in May 1984, a major evaluation and weeding of the entire book collection was completed with the cooperation of the entire faculty. This is described in more detail on page 125, Areas of Concern, Collection.

Gift books come in at a faster pace than can be handled. All such gifts are accepted with the understanding that those of no value to the collection will be sold.

Periodicals. The library subscribes to 377 periodicals and receives approximately an additional 100 free titles. The latter, many of which are mission related, are kept only for a three month period. The periodical holdings total 634 titles which are either kept permanently on microfiche or bound, or stored in the periodical room.

Newspapers currently received include: New York Times, Christian Science Monitor, Wall Street Journal, Jamaican Weekly Gleaner, India News and Indonesia Development News.

Tools for accessing the periodical literature are as follows:

Book Review Digest
Business Periodical Index
Christian Periodical Index
Education Index
Guide to Social Science and Religion in Periodical Literature
Humanities Index
Mosher Periodical Index
Social Sciences Index
Readers' Guide to Periodical Literature
Southern Baptist Periodical Index
Religion Index One

The periodical holdings are currently being added to the on-line OCLC Union List. Through the OCLC interlibrary loan service, the periodical collection is greatly extended.

Audio Visuals. This collection has shown steady growth having increased by 52% in a five year period from 1973-74 until 1978-79 and another 24% in the next five years, 1983-84.

A complete listing is shown in Table VI-1 Library Holdings, on page 116, and shows the growth rate in each category over the past five years. Recently a collection of 800 slides of art masterpieces was added. Extensive use is made of these audio visuals in classroom instruction and in Christian service projects. This collection requires continual repair/replacement. As time allows, evaluation is needed for the purpose of updating and strengthening several areas of the collection. To assure a longer "quality" life for records, a consistent system of record maintenance is needed. This was begun and will continue as time permits. The library staff is currently in consultation with the music faculty regarding this need and a possible solution.

In addition to the software, the following items of AV equipment are available for circulation: 1 cassette/filmstrip projector; 3 record/filmstrip projectors; 9 filmstrip projectors; 2 cassette/filmstrip previewers; 2 filmstrip previewers; 2 show-'n-tell projectors; 2 record players; 1 portable overhead projector; 1 slide projector; 4 portable microfiche readers; and 4 cassette players.

Instructional Materials Center. The IMC specializes in curriculum materials used in the Teacher Education and Christian Education Programs and in the Christian Service Department. Much of this material is used for class preparation as well as field projects. All of the materials are listed in the card catalog on the second level of the library and are checked out and returned at the main circulation desk. A listing of materials is included in Table VI-1 Library Holdings, on page 116.

Archives/Rare Books. A room has recently been set aside to house the collection of old books, Bibles, and certain archival materials of The Missionary Church and Fort Wayne Bible College. Though none of these materials are cataloged, they are neatly arranged on shelves and a preliminary subject guide is in process. A local cabinet maker has constructed a locking storage cabinet which was donated for use in the Archives Room.

Organization of Materials

The library collection has two major divisions -- the main library collection which is housed on the first floor (primarily) and the Instructional Materials Center collection housed on the second level balcony. Each collection has its own card catalog. The main card catalog is divided with one side for author and title entries and the other side for subject entries. In separate drawers on the subject side is the catalog for Children's Literature. The audio visual card catalog is located at one end of the main card catalog. The IMC has a dictionary card catalog. The author, title and subject cards are interfiled alphabetically and include all books and non-book teaching aids housed in this area.

With the advent of OCLC into the library operation in 1979, the decision was made to continue with the Dewey Decimal system of classification but change from Sears to Library of Congress for subject headings with appropriate cross referencing allowing ease of access. An on-going list of needed cross referencing is kept at the terminal to be typed as time allows.

In addition to the two separate card catalogs, there is a shelf list catalog for each of the collections located adjacent to the OCLC terminal, a periodical kardex file and listings notebook, and various subject authority files. The OCLC authority file is consulted as the need arises. Through OCLC, materials are cataloged, periodicals are entered into the data bank, and interlibrary loans are processed.

Personnel and Administration

The library employs two professional librarians, including the director and the assistant director. The latter also serves as the reference librarian. The assistant director has submitted her resignation. She has agreed to continue in this position while a Faculty Search Committee looks for a suitable replacement. The cataloger/circulation librarian has undergraduate work in library science and is working on an M.L.S. degree. A part-time IMC coordinator and a full-time secretary to the librarian complete the regular library staff. There are also eleven student library assistants working a total of ninety hours each week.

Both the director and assistant director have faculty status and rank, attend faculty meetings, are involved in academic affairs and serve on faculty committees.

The director serves on the board of directors of Indiana Cooperative Library Services Authority and also the Area Library Services Authority. The library staff have benefited from training and workshops scheduled by these organizations. The director, assistant director and IMC coordinator have active memberships in the ACL (Association of Christian Librarians) and attend their annual conferences. The director is currently serving on their Committee for Development, the 1985 Program Committee and is chairing the Bible College Committee of ACL. The director has also served as a member on an American Association of Bible Colleges' evaluation team. For several years the librarians have participated in semi-annual meetings with librarians from church-related colleges and seminaries in northern Indiana for the purpose of discussing problems, developing projects and establishing various means of cooperation.

The library staff meets weekly as a group and periodically as individuals with the Director. The purpose of individual meetings is to receive and review job goals and to review over-all job analysis related to personal job descriptions. Student assistants are interviewed following an application procedure and are subsequently given extensive training in library procedure. A detailed manual for the circulation desk procedures assists in training and serves as a point of reference. Each student worker is evaluated on job performance and counseled at that time.

A library committee, with the Vice President for Academic Affairs as chairperson and both faculty and student representation, serves in an advisory capacity to give assistance in policy making and to promote the services of the library within the framework of the institutional objectives.

Services

Orientation/Bibliographic Instruction. A slide/tape orientation to the library is presented to new students each semester during the orientation process. This is followed by a self-guided library tour form completed by the students, evaluated by the library staff and returned to the students for future reference. The slide/tape presentation is available in the library for individual viewing by any who missed the presentation as well as for review purposes. Instruction is also provided through a copy of the Library Handbook given to each new student.

Further instruction is provided as professors in the Christian Education and Teacher Education Programs bring classes to the IMC to acquaint students with the instructional and curriculum materials. The Christian Service Department schedules several coaching classes in the IMC to instruct and familiarize the students with materials available for use in their Christian service projects. The IMC also serves area pastors, Christian Education directors and church workers, providing instruction in the use of teaching aids and materials.

While librarians are also available for assistance on a one-to-one basis, the 1982 library survey indicated that a librarian's presentation to the English classes prior to a research paper would be helpful. This plan has been in operation for the past two years and has resulted in a more organized approach to the use of the library.

Circulation. The library is open eighty-five and one-half hours each week during the school year and forty hours per week during vacation periods.

The loan period for most books and materials is two weeks, with the following exceptions: periodicals, one day; audio visuals, two days; reserve books, overnight, two days, or one week. Faculty are given extended loan periods.

Table VI-3 shows the total circulation but does not include use of the reference, the open reserve and the general collections used within the library. The 1982 student library survey indicated that the two primary reasons for using the library relate to the above catagories for which no count is taken: 223 come to research material for a paper, report, or project and 203 to use reserve materials.

TABLE VI-3

LIBRARY CIRCULATION

YEAR	1979-80	1980-81	1981-82	1982-83	1983-84
Students					
Books & Periodicals	17,208	15,553	15,087	15,670	15,553
Reserves	8,407	8,108	8,662	7,658	6,071
AV and other non-book	5,996	7,381	6,066	5,144	5,766
Total student circulation	31,611	31,042	29,815	28,472	27,390
Faculty	1,642	1,723	1,369	1,770	1,968
*Total library circulation	33,253	32,765	31,184	30,242	29,358
Average circulation per FTE student	70.7	66.0	69.9	65.0	65.6
Average circulation per FTE faculty	72.0	71.5	53.2	66.4	69.8

*This figure does not include use of the reference collection or the books and periodicals and open reserves used within the library.

Reference. Reference assistance is available through one of the full-time staff persons five days and four evenings per week. In the absence of librarians, forms are provided for students/faculty/staff to indicate their specific needs for assistance.

Interlibrary loans. Participation in two library networks has increased interlibrary loan service. Tri-ALSA (Area 3 Library Services Authority) links Fort Wayne Bible College to 78 member libraries in nine Indiana counties as well as a state-wide TWX system. Tri-ALSA also has access to Indiana State Library and through them to the following university libraries: Indiana, Purdue, Notre Dame, Ball State, and Indiana State. Membership in OCLC (National Online Computer Library Center) by way of INCOLSA (Indiana Cooperative Library Services Authority), permits faster title verification and requesting of interlibrary loan via computer terminals.

The following statistics indicate more books loaned than borrowed, the exception being 1983-84 when some extensive faculty research was conducted. Because of heavy "in house" use, as well as the condition of many books in the 200 collection, not all loan requests can be honored.

	1979-80	1980-81	1981-82	1982-83	1983-84
Borrowed	20	21	44	70	134
Loaned	43	53	55	99	90

Shared Resources. In addition to the ready availability of books and materials through Tri-ALSA and OCLC, the Allen County Public Library with its excellent reference section is available to our students as well as libraries at Indiana/Purdue University (Fort Wayne campus) and Concordia Seminary.

Faculty Updating. Faculty members are informed of new acquisitions by way of periodic listings and individual notices for books and materials requested by them. New equipment and services are occasionally presented in faculty meetings. An annual report of the library is included each year at faculty retreat.

In addition, memos are sent to professors informing them of recent articles pertaining to their area of interest. Publishers' blurbs of new books/materials are often routed to the faculty for their input.

Miscellaneous Services. The library offers the following services: a copy machine, a microfiche reader/printer; a laminator available for student use in the IMC and a slide cabinet which not only stores some slides from the collection but also provides additional racks for sorting personal slide collections. This is used by students, student organizations and other College departments.

Budget and Expenditures

A record of library expenditures for the past five years is shown in Table VI-4, on the following page. The figures indicate an over-all

increase each year with a stable percentage of the total College educational and general budget. It has, however, become increasingly difficult to build a book collection supportive of the curriculum with the present rate of inflation in book publishing and the soaring periodical costs. The following chart shows a further breakdown of expenditures for this line item -- Books, Periodicals, Binding.

	1979-80	1980-81	1981-82	1982-83	1983-84
Books	5,916.28	9,690.41	7,512.78	10,377.50	12,927.91
Periodicals	4,354.19	5,026.59	5,114.65	6,748.55	6,859.84
Binding	735.40	1,532.03	1,088.80	343.50	1,628.10
TOTAL	11,005.87	16,249.03	13,716.23	17,469.55	21,415.85

Additional funds were allotted in 1980-81 in two line items (Books, Periodicals, Binding and Audio Visual Materials) to assist in building a collection in the area of the new majors and minors. During the 1983-84 school year additional funds were again designated for this purpose.

TABLE VI-4

BUDGET AND EXPENDITURES

YEAR	1979-80	1980-81	1981-82	1982-83	1983-84
Books, periodicals and binding	11,005.87	16,249.03	13,716.23	17,469.55	21,415.85
Audio Visual Materials	893.27	1,677.19	1,255.26	1,256.40	1,553.28
Instructional Materials Ctr	1,098.17	1,309.43	1,288.35	1,264.78	1,347.61
Supplies and Small Equip.	982.31	1,009.06	973.31	1,371.00	1,550.22
Book Processing - OCLC	1,429.39	893.72	1,686.96	3,156.46	3,638.33
Travel/Prof. Meetings	548.29	1,003.41	1,042.26	615.21	620.68
Student Library Asst's.	7,872.00	9,966.56	11,373.34	10,660.83	10,668.57
Library Staff Salaries	42,235.00	45,433.00	53,289.00	56,472.00	60,702.95
Total Library Expenditures	66,064.30	77,541.40	84,624.71	92,266.23	101,497.49
Total College Budget - Educational and General	1,581,616	1,830,121	1,942,858	2,125,288	2,304,434
Percent of Total Budget	4.2	4.2	4.4	4.3	4.4

Appraisal

Areas of Strength

Facility. The library is centrally located on campus and provides a pleasant atmosphere conducive to study and to complete lab assignments through the use of the IMC (Instructional Materials Center), the CAVE (Center for Audio Visual Education) and the computer lab. This is substantiated by recent library surveys showing high usage and the study atmosphere rating by both faculty and students recorded in Tables VI-5 and VI-6, found on pages 126-129. Further evidence and reasons for use are listed under Library Use in both the student and faculty surveys. A comparative breakdown of student use shows the highest weekly use of the library occurs during the Junior year, as follows:

	Fresh.	Soph.	Jun.	Sen.	Spec.
Av. week, times visit the library	3.2	4.4	5.3	4.9	3.1
Av. week, hours spent in library	7.0	9.8	12.5	11.6	6.2

Staff/Services. The faculty library survey lists staff and their services as the number one strength of the library with a summary of comments as follows: excellent staff/administration with courteous service and quick response to need; good interpersonal relationships -- staff always seeks to be helpful to the faculty; service-oriented staff intent on providing the best possible facility to serve the institution and community and a drive to consistently improve. Further evidence of the faculty rating is shown in Table VI-5. Students also rate the library staff and services very high as evidenced in Table VI-6.

A statistical comparison of fourteen Bible College libraries, comparing the College's library statistics with those of other Bible Colleges with an FTE enrollment ranging from 307 to 810 was made in 1982. (See supplementary materials available to evaluation team). From this survey it is noted that FWBC ranks number one in hours open weekly and number four in total circulation and circulation per student.

Another strong aspect of library services is the involvement in sharing resources through Tri-ALSA, OCLC computer terminal and with other area libraries.

Collection. The growing collection of books and materials gives solid support to the curriculum with present emphasis being given to building in the areas of new majors. Particular collection strengths are in the following areas: Bible/Theology; Church Work/Missions; Christian Education and Teacher Education with supportive materials in the IMC. The student survey (Table VI-6) shows a high percentage of satisfaction with the collection, and the faculty survey (Table VI-5) is also positive but reflects a need for development in the new majors. A concerted effort has been given to building in these areas during the past two years. Other

faculty members, stating that the collection is not sufficient to support course requirements and/or inadequate in some areas, also responded with one or more of the following statements indicating the action that they take: place book order request, use personal collection, or request interlibrary loan. It should be noted that many faculty members have personal libraries which are extensive and are made available for student use as needed.

Areas of Concern

Facility. The need for air conditioning and carpeting in the library is very evident and verified by comments on both library surveys. Additional space is also needed for technical processes and in particular the OCLC computer operation. In addition, there is need for a conference room which could also be used for small group instruction.

Collection. The need to continue the evaluation and weeding of the entire book collection was identified as a concern in the 1982 self-study. A systematic weeding project was adopted by the Library Committee in October 1982 which involved the participation of the entire faculty in their areas of expertise. Their task was to evaluate and tag books to be weeded following a set of guidelines. This was scheduled by departments during six class breaks beginning with the 1983 spring vacation and concluding in May 1984. Many of the books identified for weeding have been placed on a book sale and while all of the cards have been pulled from the card catalog, the technical processing is continuing. Due to this weeding project, collection statistics show minimal growth for the past two years and will likely be reflected in statistics for the next two years as well. Positive results include the faculty becoming better acquainted with the collection's strengths and weaknesses which has precipitated their becoming more actively involved in the selection process. More books have been added in 1983-84 than in any recent year.

The periodical collection underwent an evaluative process in the summer of 1983 also with faculty participation. This resulted in a number of periodical subscriptions being discontinued, thereby enabling the addition of subscriptions more relevant to present academic programs.

The audio visual software used for Christian service projects has gone through a process of updating. Many worn and damaged filmstrips and recorded sound have been ordered for replacement and additional items have been added.

To build a strong collection of current materials supportive of the curriculum as well as to provide general interest materials for students and faculty is the goal of the library staff. The weeding project has resulted in a higher quality collection.

Budget. Closely related to building the collection is the need for additional funds, particularly in the Books/Materials line items. The statistical comparison of other Bible College libraries shows Fort Wayne Bible College library ranking the lowest in the following: 10/13 in Materials Expenditures and 8/14 in dollars spent per student.

Bibliographic Instruction. Table VI-5 indicates the faculty gave this the lowest rating of all library services (3.5) with the least number of individuals evaluating it. It is interesting to note in Table VI-6 that 221 or 86% of the students responding feel their knowledge of library techniques is adequate. Since this survey was taken in 1982 the program has grown to include lectures on bibliographic instruction to the Developmental Psychology and Freshmen English classes prior to the beginning of research for term papers and reading assignments in specific subjects. As the assistant director has gone to the classroom to share the variety of library access resources available and how to utilize them in the research process, student frustration has diminished and there are fewer requests for individual instruction in the library.

TABLE VI-5

CONDENSED SUMMARY OF FACULTY LIBRARY SURVEY, FEBRUARY 1982

35 respondents; 100% of full-time faculty (19 teaching; 7 administrative)
43% of part-time faculty (9)

LIBRARY USE

2.4 During an average week, how many times do you visit the library?
1.1 During an average week, how many hours do you spend in the library?

Reasons for coming to the library

27 return or check out books/materials
21 reserve books/materials
16 personal reading/research
11 research for class preparation

Statement which best characterizes use of the library

13 The library is beneficial for both course-related and personal research.
12 I rely mostly on my personal library.
6 The library is helpful for course preparation, but not adequate enough to meet the needs of my personal research.

LIBRARY COLLECTION

If you are teaching faculty, do you find our collection sufficient to support your course requirements?

39% Yes; 39% Usually; 22% No

In most areas of my teaching I find the books/materials collection:

28% Excellent; 51% Good; 21% Inadequate

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The library's reference collection is:

40% Excellent; 56% Good; 4% Inadequate

The periodical collection is:

37% Excellent; 56% Good; 7% Inadequate

If you find that necessary books/materials are not available or need updating, what course do you follow?

23 Place book order request
19 Use personal collection
8 Request interlibrary loan
2 Request outdated material be withdrawn

LIBRARY SERVICES

If you have used the following services, please rate:
(1 not helpful to 5 very helpful)

4.6 (23) Reference/research assistance
3.5 (12) Bibliographic instruction for my classes
4.5 (14) Interlibrary loan
4.4 (18) Instructional Materials Center
4.5 (26) Reserve books collection
4.5 (16) Handling of book/material orders

In most instances I find the student library assistants:
(32 respondents)

66% Very helpful; 34% Somewhat helpful; -- Not helpful

In most instances I find the regular library staff:
(34 respondents)

100% Very helpful; -- Somewhat helpful; -- Not helpful

Acquisition lists (27 respondents)

59% Very helpful; 33% Somewhat helpful; 8% Not helpful

Routing of publishers' blurbs (15 respondents)

40% Very helpful; 53% Somewhat helpful; 7% Not helpful

Other: e.g. articles of interest, etc. (14 respondents)

50% Very helpful; 43% Somewhat helpful; 7% Not helpful

Library orientation/instruction of students in use of the library is at present: (24 respondents)

88% Adequate; 12% Inadequate

LIBRARY FACILITY

Study atmosphere of the library

Rating on scale 1 poor to 5 excellent: 3.7

TABLE VI-6

CONDENSED SUMMARY OF STUDENT LIBRARY SURVEY, FEBRUARY 1982

257 respondents or 59% of student body
55 Freshmen; 59 Sophomores; 63 Juniors; 70 Seniors; 10 Special

LIBRARY USE

4.4 During an average week, how many times do you visit the library?

10.2 During an average week, how many hours do you spend in the library?

Reasons for coming to the library

223 look up material for a paper, report, etc.
203 use reserve materials
188 return, check out, or renew books
145 do assigned reading in library (materials other than reserve)
122 study own books
76 use the CAVE
64 get materials for C.S. project
59 general reading not assigned in class

LIBRARY COLLECTION

In most areas of my studies I find the books/materials collections:
37% Excellent; 58% Good; 5% Inadequate

The library's reference collection is:

38% Excellent; 60% Good; 2% Inadequate

The periodical collection is:

25% Excellent; 65% Good; 10% Inadequate

LIBRARY ORIENTATION/INSTRUCTION

40% of respondents have participated in the new student slide/tape library orientation or - 48% of Freshmen, Sophomores, Juniors (have used only 3 years). Rating on scale 1 not helpful to 5 very helpful: 3.7

Further:

221 My knowledge of library techniques is adequate
42 I know a lot about libraries but I'd appreciate some help in research techniques
32 I would like to know more about using periodical indexes
5 I know nothing about card catalogs and find libraries confusing. HELP!

LIBRARY SERVICES

In most instances I find the student library assistants:

71% Very helpful; 28% Somewhat helpful; 1% Not helpful

In most instances I find the regular library staff:

90% Very helpful; 10% Somewhat helpful; 0 Not helpful

Assistance in locating books/materials in the library
Rating on scale 1 not helpful to 5 very helpful: 4.4

Reference service; for example, help with a research project/paper

Rating on scale 1 not helpful to 5 very helpful: 4.5

LIBRARY FACILITY

Study atmosphere of the library

Rating on scale 1 poor to 5 excellent: 3.8

North Central Concerns and Recommendations

The following is a summary of the concerns noted from the North Central evaluation report of November 8-10, 1982, on the area of the library. Included is a response from the College regarding progress on these areas of concern.

Concern/Recommendation	Response/Progress
Holdings are satisfactory according to the faculty. The team found that they were adequate in the area of General Studies at the introductory level where demands are minimal. In the new majors and minors such as Business Administration, Social Work, and Broadcasting they are obviously deficient.	Additional funds have been allotted to assist in building the collection in the area of the new majors and minors. Since the 1982 self-study, the following percentage growth has taken place in the new majors: Business Administration 18%, Christian Counseling 10% and Christian Social Work 21%.

Concern/Recommendation	Response/Progress
The team was pleased to hear that approval has been given for the air conditioning of the S.A. Lehman Memorial Library and that carpeting will also be installed in order to reduce the noise level; funds are currently being sought to realize this improvement.	The Library Committee has recommended that consideration be given to committing institutional funds to complete this project in the 1985-86 school year.

Projections and Recommendations

The Self-Study Committee is making the following projections and recommendations in the area of library resources to the President's Cabinet for their consideration:

1. As indicated on both the student and faculty surveys, air conditioning and carpeting would enhance the facility greatly. Approval was given for these two projects in 1981 and funds are currently being sought from individuals and foundations. The Library Committee has recommended that consideration be given to committing institutional funds to complete this project in the 1985-86 school year. The Self-Study Committee supports this recommendation.

2. There is a need for increased library space for book processing/computer area and a conference room which could also be used for small group instruction. The Library Committee has recommended that when the library apartment and the Department of Correspondence Studies are vacated, that the space be used for library purposes. The Self-Study Committee supports this recommendation.

3. The 1982 survey among thirteen other Bible College libraries with enrollments similar to Fort Wayne indicated the library ranked the lowest in materials expenditures and in dollars spent per student. In response to a recommendation from the Library Committee, additional funds were allotted for the materials portion of the library budget in the 1983-84 school year. The Library Committee and the Self-Study Committee support a continuation of this increased budget allocation.

4. A written Book/Materials Selection Policy in process is projected to be completed by September 1985.

5. Retrospective conversion of all the library holdings into the OCLC computer database is identified as a future project. In order to complete this, the library anticipates a grant along with libraries from other small private academic institutions in Indiana. With the recent addition of a micro-computer, it is projected that numerous library operations will be computerized. The library is investigating various systems of information retrieval, automated circulation and acquisitions for future use.

6. Additional bibliographic instruction has been instituted, integrating it with classroom instruction at the time of need. It is projected that this service will continue to expand as more faculty become aware of its value. There is also an ongoing investigation of methods that will encourage students toward life-long research skills.

Conclusion

The Fort Wayne Bible College library is accomplishing its purpose of supporting and supplementing classroom instruction. The physical facilities are excellent and provide a pleasant atmosphere for study. In addition the personnel are well-trained and service-minded. The major library strengths are (1) a centrally located facility that is conducive to study, (2) a trained and courteous staff, and (3) a growing collection of books and materials that gives solid support to the college curriculum. The primary areas of need are (1) the air conditioning and carpeting of the library, (2) the continued increase of budget allocations for books and materials, and (3) the providing of additional library space.

The approval for air conditioning and carpeting the library has been given. This will enhance the year round use of the facility by improving the atmosphere for studying and will aid in the preservation of the collection. The increased library materials budget provided for building and strengthening the collection, especially in the areas of new majors. This continued level of commitment will provide adequate resources for a library capable of supporting the programs of study at Fort Wayne Bible College.

CHAPTER VII

GOVERNANCE AND ADMINISTRATION

Overview

This chapter describes the organization and administrative structure of the College, the composition of its governing board, its administrative offices, and the organization of its faculty. The descriptive section is followed by an appraisal section and a listing of the concerns by the North Central evaluation team. The chapter concludes with some projections and recommendations and a summarizing conclusion.

Description

Corporate Status

Fort Wayne Bible College was incorporated in 1938 as a not-for-profit corporation under the 1855 Statute of the State of Indiana providing for the establishment of educational institutions by religious bodies. It is incorporated with the right of offering theological and academic education on the college level and the conferring of degrees appropriate to such education. Corporate powers are vested in the Governing Board.

Governing Board

Under the present By-Laws, the Governing Board is composed of a maximum of twenty-five trustees including the President of the College and the President of the Missionary Church, Inc. Trustees are elected for terms of three years and are eligible for re-election. Terms overlap so that only one-third are elected at any one time. The full board meets three times a year. In the regular fall meeting, reorganization of the board is effected.

The Executive Committee of the Board, consisting of the board chairman, the vice-chairman, the secretary, two board members, plus the President, meet between regular sessions of the board and are authorized to conduct business that does not involve major decisions. The Executive Committee is elected by the full board at its regular fall meeting and acts as a nominating committee in recommending new members to the board.

The board has divided itself into four committees paralleling the administration of the College: namely, Committee on Academic Affairs, Committee on Student Development, Committee on Business Affairs, and Committee on Development. The four administrators corresponding to these committees sit in as consultants at board meetings and give guidance to the work of the respective committees.

Prior to 1975 the board was composed almost exclusively of pastors serving in The Missionary Church, Inc. In 1975 the board was reorganized as an independent self-perpetuating board and new members were elected to give a broader base of representation. The elected members currently serving represent the following occupations: four pastors, nine businessmen, two educators, one farmer, three church or church-related administrators and two retired pastors. There are currently no minority representatives on the board, but this is not due to institutional policy. The first woman trustee in the history of the College joined the board in the 1982-83 school year. Of the current members, nine are from Indiana, two are from Ohio, three are from Illinois, one is from Maryland, three are from Michigan, two are from California, and one is from Arizona. A list of the board members, with their addresses and occupations, is included in Appendix B. It is believed that the board includes representation adequate for reflecting and protecting the interest of the College constituency.

Administration

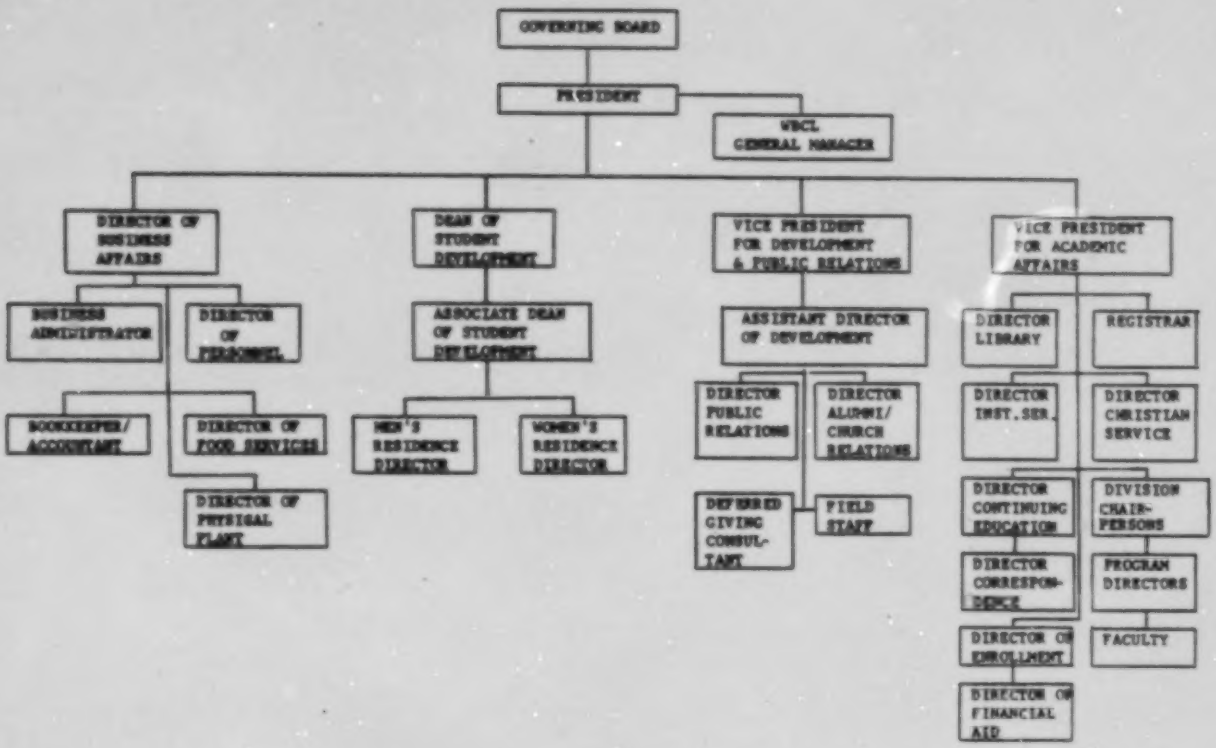
Administrative authority is vested in the President and in a standing committee known as the President's Cabinet including the following five members: President, Vice President for Academic Affairs , Dean of Student Development, Director of Business Affairs, and the Vice President for Development. The executive secretary to the President meets with the President's Cabinet and serves as secretary. This committee is empowered to administer the finances, to employ and/or dismiss staff personnel apart from administrators and full-time faculty. The responsibilities and role of each administrative officer are delineated in the By-laws. Figure VII-1, on the following page, gives the line and staff chart of the College.

Faculty Organization

The leadership and executive administration in academic affairs are vested in the Vice President for Academic Affairs. He has general oversight of curriculum, instruction, and all phases of the educational program, including registration, Department of Christian Service, Department of Correspondence Studies, Department of Continuing Education, library, and instructional media. The faculty meets weekly for prayer, monthly for business, and monthly for in-service instruction.

Figure VII-I

INSTITUTIONAL ORGANIZATION
1984-85



The faculty is organized into three divisions and seven programs:

I. Division of General Studies
II. Division of Biblical Studies
III. Division of Professional Studies
    Program of Christian Counseling
    Program of Christian Ministries Management
    Program of Christian Education
    Program of Christian Social Work *
    Program of World Mission
    Program of Music
    Program of Pastoral Ministries
    Program of Teacher Education

(* This program is being phased out of the curriculum)

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Divisional chairpersons and program directors are appointed by the Governing Board upon the recommendation of the President and the Vice President for Academic Affairs. Such chairpersons and program directors give leadership in achieving the objectives of their respective areas and in planning, integrating, coordinating, and administering those areas subject to the overall aims and policies of the College under the Vice President for Academic Affairs. Program directors supervise the academic counseling of students taking major studies in their respective areas.

Faculty standing committees are formed in the spring and commence at the opening of school in the fall. Committee membership, along with a description of their functions, may be found in the Faculty Handbook. An attempt is made to spread membership among the faculty members in order to give adequate representation and to share responsibility.

The Executive Committee of the Faculty, composed of the Vice President for Academic Affairs, President, Dean of Student Development, three faculty members, and the secretary, act on items that require action in the interim between meetings of the faculty subject to report and approval by the faculty.

Appraisal

Governing Board

The institutional by-laws authorize the membership of the Governing Board at twenty-five members; however, the current number is twenty-one. The Executive Committee of the Board has been making efforts to increase the membership to its full capacity. The appointment of a new college President in 1981 and the election of a new Board Chairman have resulted in the board examining its function as relating to policy-making and planning.

The institutional by-laws were updated in 1982 to reflect the changes in titles and lines of authority brought about with the hiring of a new President and in 1984 to reflect changes in the restructuring of the academic programs.

Since the 1982 North Central evaluation, the Governing Board has been involved in or taken action in the following areas:

1. Board membership has increased with the addition of two members; three prospective members have been identified for the near future.

2. The College mission and philosophy statements were approved.

3. A model Governing Board notebook is being developed.

4. Approval was given for a capital campaign designed for debt reduction and for the construction of a multi-purpose activity building on the south campus to include facilities for WBCL.

5. Discussions were held with the board of First Missionary Church regarding the possibility of joint construction of a worship/ convocation center. These discussions have been terminated.

6. A period of Executive Session was begun as a part of each Governing Board meeting. During this time the group has opportunity to discuss any pertinent matters without College personnel present.

7. A statement articulating the relationship between the College and the WBCL radio station was developed and approved.

8. A board matching gift project of $45,000 was developed and approved. The matching funds will be used to increase club memberships in the Harvester/Ambassador Corps program, to encourage corporation or foundation giving, to match local church giving, and to match individual donor gifts.

9. A Special Board Enrollment Project targeted for providing grants to former students who would enroll for the spring semester of 1984 was approved. Seven students benefited from this project and all re-enrolled for the fall semester of 1984.

10. Approval was given for the appointment of a Dean of Student Development.

11. Approval was given for the Honor Based Scholarship program designed to provide scholarship benefits for new students in the top 10% of their class, for students who demonstrate special leadership skills, and for international students.

12. Approval was given to reorganize the Professional Studies Division according to the matrix system.

13. Approval was given for a feasibility study for the development of an Adult Education Program.

14. By-laws were updated giving faculty responsibility for developing academic programs and determining admission and graduation requirements.

15. Approval was given for the hiring of a consultant to assist the institution in long-range planning.

As the board looks to the future, it will need to continue to exercise the responsibility of long-range planning and provision for the resources needed to carry on the educational task of the College. The challenges facing the Governing Board are the building of a broader base of financial support, assisting in student recruitment, developing a strong program of student financial aid, and strengthening the loyalty of the supporting churches.

Administration

The present administration has been functioning since 1981 following the resignation of the President, who had served the institution in that position for nine years. After a lengthy search and screening by the Presidential Search Committee, the board chose a President from outside the institution who characterized the spiritual and academic values which the board wished to perpetuate.

The position of Academic Dean was handled in an acting capacity between 1980-82. A lengthy and exhaustive search was undertaken by the Academic Dean Search Committee which brought to campus five men for more extensive examination before a final choice was made. The filling of this position on an acting basis by the Vice President for one year and a full-time faculty member for another year had by necessity forced a holding pattern in the advancement of certain academic matters. The time involvement of teaching full time and of handling the day by day affairs of the Academic Dean's office, and the necessary involvement of the President's Cabinet with college affairs, have all contributed to the faculty perceptions that concerns and interests of faculty have not always been adequately represented to the administration. However, within the last three years a Standing Committee for Faculty Compensation has been formed and ad hoc committees relating to faculty teaching load, administrative faculty status and faculty compensation have been functioning. With the hiring of a new Academic Dean in the fall of 1982, the concerns of the academics and faculty were more adequately addressed and handled.

Faculty Organization

In the past, faculty have not been directly involved in the selection of new faculty or appointment of program directors. But with the recent change in administration, search committees involving faculty members have led to a greater input from the total faculty in the selection process.

One area of concern to faculty was the divisional organization as it related to the position of chairpersons for the Division of Professional Studies and the Division of General Studies. There had not been a chairperson to oversee the Division of Professional Studies since 1980. However, the Academic Dean had given oversight to this area in the absence of a divisional chairperson. Chairpersons for the Division of General Studies and the Division of Professional Studies were appointed in the 1984-85 school year. These appointments are assisting greatly in completing the curriculum revision in the respective divisions.

North Central Concerns and Recommendations

The following is a summary of the concerns noted from the North Central evaluation report of November 8-10, 1982, on the area of governance and administration. Included is a response from the College regarding progress on each area of concern.

Concern/Recommendation	Response/Progress
No formal policy exists which identifies who is responsible for determining graduation requirements and for the structure of the curriculum.	By-laws were updated giving faculty responsibility for developing academic programs and determining graduation and admission requirements.
The Curriculum Committee has asked for a review of the entire curriculum by all of the faculty; however, it is unclear whether the By-laws give authority to this committee to make major revisions.	The Curriculum Committee was given responsibility for evaluating the curriculum.
The Dean of Student Services has not yet been appointed; the position has been vacant for two years and the visitors urge the president to fill the position as soon as possible in order to strengthen the administration and to further the best interests of the college and its students.	Dean of Student Development was appointed and approved by the Governing Board on March 16, 1984.
It is recommended that as soon as possible the institution begin a formal program of long-range planning suited to its needs and involving the faculty, administration and Board of Trustees.	Ad Hoc Committee on Long-Range planning has been appointed by the Governing Board. Committee met during the summer of 1984 and brought a proposal to en-entire board at their August 1984 meeting. Governing Board approved the hiring of a consultant to assist the institution in long-range planning. Planning Council began functioning October 1984.
A special concern expressed by the team in the administrative area is the relationship of radio station WBCL to the basic purpose of Fort Wayne Bible College.	Governing Board approved a statement articulating the relationship of the College to radio station WBCL at its August 1983 meeting.

Projections and Recommendations

As a result of evaluating the administration and organization of the institution, the Self-Study Committee is making the following recommendations for consideration by the President's Cabinet:

1. It is projected that the Executive Committee of the Board will continue the process of selecting qualified persons to fill the board to its authorized number.

2. It is projected that a Handbook for the Governing Board will be developed including a description of the criteria for board membership, the orientation program for new board members, and the trustee development program.

3. It is recommended that the institution look into membership with the Association of Governing Boards.

4. It is also recommended that the Faculty Handbook be updated, especially with regards to the listing of each administrative officer along with a description of his or her role and responsibilities.

5. Because of the apparent high ratio of top level administrators, it is recommended that a review be conducted of the effectiveness of the administrative structure.

6. It is projected that a long-range plan will be submitted to the Governing Board by the summer of 1985.

Conclusion

The institutional dynamics of Fort Wayne Bible College appear to be generally sound. There is a cooperative and supportive spirit between the administration and faculty. The board of trustees, administration, faculty and staff evidence a high degree of loyalty and commitment to the College purposes. Though it is acknowledged that there has been a level of concern that faculty interests have not always been represented adequately to the administration, it is generally recognized that progress is being made in this area. The areas of need include 1) to continue efforts to fill the board to its full complement, 2) to develop a Handbook for the Governing Board, 3) to develop an institutional long-range plan.

CHAPTER VIII

FINANCIAL RESOURCES

Overview

This chapter presents a summary of the financial resources of Fort Wayne Bible College and evaluates them in light of the institution's purpose and goals. The majority of the chapter is devoted to the presentation and description of the financial data. Included is a summary of the concerns noted from the North Central evaluation report along with a response regarding progress from the College. This is followed by an appraisal, projections and recommendations, and a brief conclusion.

Description

Fort Wayne Bible College, a not-for-profit institution, utilizes the principles and practices of fund accounting to accommodate the needs of management and effect the proper allocation and effective use of resources as well as to provide a standard format for accumulating and reporting data. The College uses twelve different funds, eleven of which are typical of those used by other colleges. The Radio Station Fund is an entity in itself because of funding restrictions imposed on educational radio stations by the Federal Communications Commission.

After excluding those funds whose balances are under Fort Wayne Bible College control, but do not actually belong to the College, the net change in fund balances during the past six years ending June 30 are presented in Table VIII-1 on the following page.

Table VIII-1 which includes the 1) CURRENT FUND (unrestricted), 2) ANNUITY FUND, 3) PLANT FUND, and 4) the RADIO STATION FUND shows an improvement in the NET COMBINED FUND BALANCES for each of the past six years with an average combined change slightly over $136,000 per year. Trends for each of these funds have been reasonable with the exception of the current fund in the year ending June 30, 1984 and June 30, 1982. The CURRENT FUND has produced revenues in excess of expenditures in each of the past six years. However, the fund balance suffers significantly due to demands from plant fund debt-service retirement schedules and the resulting transfers. (See footnote on TABLE VIII-1)

REVENUES AND EXPENDITURES

Table VIII-2, on page 142, presents a comparative statement of current fund revenue and expenditures for the six-year period which ended on June 30, 1984. This detailed data provides further insight to the revenue and expenditure trends and provides a base for further analysis of revenue and expenditures as a percentage of the total educational and

TABLE VIII-1

STATEMENT OF NET CHANGES IN FUND BALANCES
FOR THE YEARS ENDING JUNE 30, AS INDICATED

	1979	1980	1981	1982	1983	1984
CURRENT FUND:						
Excess of revenues over expenditures	$ 189,983	$130,568	$ 80,681	$ 54,160	$ 130,418	$ 10,120
*Less: Other deductions and transfers	90,772	130,849	88,429	109,780	42,122	171,387
Net Increase (Decrease) for Year	99,211	(281)	(7,748)	(55,620)	88,296	(161,267)
ANNUITY FUND	22,598	9,041	17,735	14,794	(3,786)	16,759
PLANT FUND	22,541	110,286	94,010	135,968	78,701	139,089
RADIO STATION FUND	(6,102)	4,483	66,342	(2,971)	83,084	53,763
NET COMBINED CHANGE FOR YEAR	$ 138,248	$123,529	$170,339	$ 92,171	$ 246,295	$ 48,344
* Note: Mandatory transfer to Plant Fund	$ 39,494	$ 98,184	$ 62,907	$ 84,871	$ 3,500	$136,100

general category. The table is presented as it appeared in the 1982 self-study except that under EXPENDITURES, instruction expenditures associated with Correspondence Studies have not been broken out separately. This was done in 1982 to implement the ability to evaluate the performance of the Correspondence Department as a separate entity. Unfortunately, this caused some difficulty in readily comparing expenditures in other subcategories with the total for instruction.

A more detailed appraisal of the data presented in Table VIII-2, on the following page, shows that in the year ending June 30, 1984 tuition and fees grew by only 2%. This was precipitated by a drop in enrollment credit hours of approximately 6%, disclosing perhaps the single greatest financial resource problem facing the College. Unrestricted gifts were up by 16.9% which is very encouraging considering the economic environment. Correspondence Studies revenues remained stable but did not show the growth that has been the pattern. The Auxiliary Enterprises managed to have the second best year within the past six years with revenues of $58,000 over expenditures (10% margin over expenses) in spite of the reduction of resident students.

TABLE VIII-2

COMPARATIVE STATEMENT OF CURRENT REVENUE/EXPENDITURES
SIX-YEAR PERIOD ENDED JUNE 30, 1984

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
REVENUES						
Tuition and Fees	$ 911,056	$ 944,367	$1,059,946	$1,083.266	$1,238,024	$1,263,898
Gifts, Unrestricted	551,839	467,841	510,873	548,677	522,641	611,202
Correspondence Studies	162,507	170,118	212,591	225,697	250,086	252,621
Other	126,234	143,282	151,839	145,367	185,344	193,775
Total Educational & General	$1,751,636	$1,725,608	$1,935,249	$2,003,007	$2,196,095	$2,321,496
Student Aid	16,734	24,318	24,750	16,531	15,443	29,378
Auxiliary Enterprises	487,013	522,881	558,777	626,998	709,057	637,548
Total Current Fund Revenue	$2,255,383	$2,272,807	$2,518,776	$2,646,536	$2,920,595	$2,988.422
EXPENDITURES						
Instruction*	$ 499,223	$ 493,265	$ 545,762	622,751	711,370	761,553
Library	64,462	66,063	77,541	84,624	92,266	101,498
Institutional Support, Admin.	636,861	686,896	803,678	786,765	833,943	908,382
Student Services	199,959	203,468	234,791	266,372	273,718	298,600
Operation & Maintenance of Physical Plant	79,641	92,939	117,319	121,866	133,139	145,394
Organized Educational Activities	23,371	25,106	34,937	45,432	61,515	67,738
Transfers	13,636	13,879	16,093	15,048	19,337	20,819
Total Educational & General	$1,517,153	$1,581,616	$1,830,121	$1,942,858	$2,125,288	$2,304,434
Student Aid	44,454	52,534	63,442	68,745	74,213	97,977
Auxiliary Enterprises	503,793	508,089	544,532	580,773	590,676	579,549
Total Current Fund Expend.	$2,065,400	$2,142,239	$2,438,095	$2,592,376	$2,790,177	$2,981,960
Revenues in Excess of Expenditures	$ 189,983	$ 130,568	$ 80,681	$ 54,160	$ 130,418	$ 6,462
Mandatory Transfers	$ 8,710	$ 10,245	$ 18,529	$ 19,514	$ 23,939	$ 22,864
Non-Mandatory Transfers	82,062	120,604	69,900	90,266	18,183	148,523
	$ 90,772	$ 130,849	$ 88,429	$ 109,780	$ 42,122	$ 171,387
NET INCREASE (DECREASE) FOR THE YEAR	$ 99,211	$(281)	$(7,748)	$(55,620)	$ 88,296	$(164,925)

* Includes Correspondence Studies

TABLE VIII-3

ANALYSIS OF CURRENT FUND REVENUES BY PERCENTAGES
1978-1984

	78-79	79-80	80-81	81-82	82-83	83-84	Average
Education and General							
Tuition and Fees	52.0	54.7	54.8	54.1	56.4	54.4	54.4
Gifts, Unrestricted	31.5	27.1	26.4	27.4	23.8	26.3	27.1
Correspondence Studies	9.3	9.9	11.0	11.3	11.4	10.9	10.6
Other	7.2	8.3	7.8	7.2	8.4	8.4	7.9

Student Tuition. As in most institutions of higher education in the private sector, the student provides the single largest source of revenues. For the past six years student tuition has amounted to over fifty percent of the Education and General revenues of the current fund.

The increase in revenue dollars from tuition and fees has been derived predominantly from increasing tuition and fees from year to year. Tuition rates have been raised every year for more than a decade and with the institution as dependent on student revenues as it is, the challenge becomes twofold. Tuition and fees must not be advanced so fast that post-secondary education costs are beyond the reach of the students being served, and the institution must never cease to develop every possible revenue source and thereby reduce the burden on the student.

Table VIII-4 presents the tuition charges and enrollment for the past six years.

TABLE VIII-4

CLASSROOM TUITION/ENROLLMENT DATA
1978 - 1984

	78-79	79-80	80-81	81-82	82-83	83-84
Tuition/credit hour	$ 65	$ 72	$ 80	$ 89	$ 100	$ 109
Enrollment (FTE)	475	447	470	438	427	417
Paid Credit hours	12,248	11,516	11,663	10,762	10,977	10,344

Gift Revenues. In 1978 the College formed its own Development Department after having worked for several years with an independent group known as the Fort Wayne Bible College Fund, Inc. Headed by a Vice President for Development and two full-time field representatives, the department has

a variety of programs designed to stimulate current and deferred giving. Table VIII-5 presents the unrestricted gift income provided by the development programs in the past five years.

TABLE VIII-5

DEVELOPMENT PROGRAMS UNRESTRICTED GIFT INCOME
(Thousands of Dollars)

	79/80	80/81	81/82	82/83	83/84
Ambassador Corps (+matching gifts)	$ 59	$ 106	$ 119	$ 87	$ 109
Harvester Club (+matching gifts)	150	190	196	197	189
Individual Missionary Churches	35	39	38	37	34
Missionary Church Subsidy	11	6	14	15	13
Other (Matching gifts, Board Project, direct mail, etc. . .)	213	170	182	187	266
TOTALS	$ 468	$ 511	$ 549	$ 523	$ 611

Ambassador Corps/Harvester Club. The major source of regular gift income is through the Ambassador Corps and Harvester Club programs begun in 1974.

The Ambassador Corps program requires a continuous annual minimum gift of $600 or a charter membership with a minimum gift of $1200. The Harvester Club program is a continuous pledge in a range from $200-$599 per year. The clubs are designed to give members individual recognition, special benefits such as reduced rates for campus events, reduced prices in the cafeteria, free use of the library and reduced rates for correspondence courses. Regular communication about the College is sent to club members monthly to keep them informed and to encourage their giving. Current membership in the Ambassador Corps is 161 and 1110 in the Harvester Club.

The College employs two field representatives whose primary responsibilities are the marketing of the club programs along with the development of other sources of funds. The College encourages Indiana residents to take advantage of the state tax credit law which provides a significant incentive for gifts by individuals to Indiana Colleges. In addition, the field representatives actively pursue the matching gift programs sponsored by a number of companies. The matching gift program, plus the Indiana tax credit, creates a multiplying effect of the donor's gift. When this is understood by

the donor, it encourages an increase in giving. For the 1983-84 fiscal year, nearly $47,000 was received from corporate matching gift programs.

Missionary Church income. From 1969 to 1973 monies from Missionary churches came primarily through a Higher Education Fund at denominational headquarters. Beginning in 1974 individual congregations began to send monies directly to the College. In addition to the congregational giving shown in Table VIII-5 on page 144, a modest denominational subsidy is provided from The Missionary Church, Inc. determined by the number of Missionary Church students enrolled.

Other income. Other sources of current income include a direct mail program, the local business community, individuals, foundations and alumni. Income from local businesses and foundations during 1983-84 amounted to $35,000.

The alumni have conducted an annual PHONATHON fund-raising effort since 1981. Of the PHONATHON funds, at least $10,000 is annually added to the Alumni Scholarship Endowment. Total alumni giving to all gift accounts was over $185,000 during the 1983-84 fiscal year. Table V-12 on page 111 summarizes alumni giving for the past six years.

Planned giving. The College has given an added emphasis to deferred giving in the last two years. A working relationship has been established with a financial consultant. The College has access through this consultant to the services of the highly acclaimed law firm of Copenbarger & Copenbarger of Irvine, California.

In May of 1983 the Development Department started a quarterly newsletter, "How To Give", which focuses on planned giving and is mailed to over 850 individuals representing investors, donors, will holders or others who have voiced a desire for assistance in planned giving. Numerous inquiries for planned giving information have resulted from this newsletter.

Estate planning and will seminars have been held in churches with an annual seminar held at the College. Over 50 individuals participated in the last annual seminar. Within three months, seven of the participants followed through in having wills drawn including the College as a beneficiary in some way.

Development audit/capital campaign. In September 1983, the Governing Board endorsed the need for a capital campaign to build an athletic facility, provide new auditorium facilities and build the College endowment. In preparation for this capital campaign, a consultant was engaged to conduct a development audit. In a report presented to the College President, the consultant made the following general observations:

> There appears to be a strong, unified commitment to the purpose of Fort Wayne Bible College. Everyone I interviewed spoke of

their understanding and support of the objectives of a Bible college education program and their dedication to be part of that process. I found the Development Department well staffed for an institution the size of Fort Wayne Bible College. There are adequate job descriptions for each employee and there appear to be adequate annual plans where each office and employee set annual goals and objectives and calendars for achievement of these goals.

One of the main concerns and the recommendation of the consultant was the need for a computer data management system. In June 1984, the College hired a computer specialist who has been in the process of developing the necessary materials and programs to computerize Development Department procedures.

Total gift income. Table VIII-6 presents total gift income for the past six years. There has been a trend of increase in total gift income over the most recent period. These figures are encouraging as this increase occurred during a time when no major capital campaign was taking place and when the national economy was experiencing slow economic growth.

TABLE VIII-6

TOTAL GIFT INCOME
(Thousands of Dollars)
1978 - 1984

	78/79	79/80	80/81	81/82	82/83	83/84
Gifts, Unrestricted	552	468	511	549	523	611
Gifts, Restricted	54	38	96	56	180	95
Estate, Bequests	38	68	70	93	87	60
TOTALS	644	574	677	698	790	766

Correspondence Studies. Table VIII-7, on the following page, presents the revenue and expenditure data for the Department of Correspondence Studies for the past six years. This department not only contributes to the mission of the College, but also makes a significant contribution to the education and general revenues. The revenues produced in excess of expenditures supplements gift and other income, thus reducing the educational expense of students enrolled on campus.

TABLE VIII-7

CORRESPONDENCE STUDIES REVENUES & EXPENDITURES
(Thousands of Dollars)
1978 - 1984

	78/79	79/80	80/81	81/82	82/83	83/84
Revenues	$ 162.5	$ 170.1	$ 212.6	$ 225.7	$ 250.1	$ 252.6
Expenditures	88.6	84.3	100.7	109.7	122.7	138.7
Revenues in excess of Expenditures	$ 73.9	$ 85.8	$ 111.9	$ 116.0	$ 127.4	$ 113.9

Student aid. There has been steady growth in institutional student aid expenditures in recent years; however, the actual dollar amounts shown in Table VIII-2, on page 142, represent only a portion of the total student financial aid provided by the institution. Table VIII-2 represents scholarship and tuition reduction grants and discounts awarded by the institution. A much larger institutional aid form is provided in student work on campus. Not only does the institution match the federally funded College Work Study funds to the extent of the required twenty percent (approximately $19,000 per year for the past three years), it has also funded additional student work on campus in the amount of approximately $100,000 each year during that same period. Total aid available to the students from this and other sources by which the students benefit directly and the institution benefits indirectly is summarized in Table VIII-8.

TABLE VIII-8

STUDENT AID

	80-81	81-82	82-83	83-84	84-85 (estimated)
Federal Aid	$ 381,075	$ 374,414	$ 392,251	$ 438,608	$ 439,800
State Aid	96,971	86,643	125,792	124,630	132,000
Guaranteed Loans	103,750	274,240	352,680	444,067	400,000
Institutional Aid	169,388	204,810	222,355	237,738	240,000
TOTAL	$ 751,184	$ 940,107	$1,093,078	$1,245,043	$1,211,800

Auxiliary Enterprises. Table VIII-2 presents a history of the revenues and expenditures related to the operation of the auxiliary enterprises which consists primarily of food services, student housing, student union, bookstore, printing services and other such activities. These activities as a group are operated "at or near cost levels" to provide services at a

reasonable rate and not further aggravate students' financial burden. With budgeting of this nature, this half million dollar enterprise usually produces only minor revenues in excess of expenditures.

Table VIII-9 presents the auxiliary enterprises performance for the past six years. Improved management and negotiated service contracts have produced greater stability and a somewhat larger margin of income over expenditures in recent years.

TABLE VIII-9

AUXILIARY ENTERPRISES

REVENUES IN EXCESS OF EXPENDITURES
1978 - 1984

School Year	Dollars	% of Revenues
1978-79	($ 16,780)	- 3.4
1979-80	$ 14,792	+ 2.8
1980-81	$ 14,245	+ 2.5
1981-82	$ 46,225	+ 7.4
1982-83	$118,381	+16.7
1983-84	$ 57,999	+ 9.1

Table VIII-10 contains a breakdown of the current fund expenditures (refer to Table VIII-2) expressed as a percentage of the total Educational and General expenditures.

TABLE VIII-10

ANALYSIS OF CURRENT FUND EXPENDITURES BY PERCENTAGE
1978 - 1984

	78-79	79-80	80-81	81-82	82-83	83-84
Educational and General						
Instruction*	32.90	31.19	29.82	32.05	33.47	33.09
Library	4.25	4.18	4.24	4.36	4.34	4.41
Institutional Support						
Administrative	41.98	43.43	43.91	40.50	39.24	39.35
Student Services	13.18	12.86	12.83	13.71	12.88	12.97
Operation and Maintenance of Physical Plant	5.25	5.87	6.41	6.27	6.26	6.32
Organized Educational Activities	1.54	1.59	1.91	2.34	2.90	2.96
Transfers	0.90	0.88	0.88	0.77	0.91	0.90

* Includes Correspondence Studies

Instructional expense. An important area of expenditures to any educational institution is the amount expended directly on instruction and the support of instruction. In Tables VIII-2 and VIII-6 instruction expenditures includes primarily teaching faculty salaries and instructional expenses supporting them. Table VIII-10 indicates that the percentage expended for this purpose has increased somewhat during the last three years.

If a study is undertaken to understand the variances in percent distribution of expenditures presented in Table VIII-10, on page 148, one must address the seemingly low Instruction, Library and Operation and Maintenance of Physical Plant and/or conversely the high expenditures in the area of Institutional Support (Administrative) and Student Services. These statements, of course, are made in comparision with classical percentages found in many publications. Table VIII-11 is presented to show the classical percentage ranges as well as recent information derived from the June 30, 1982, HEGIS (Higher Education General Information Survey) and the same percentages of the College for the same year. The HEGIS percentages are derived from data presented in the NACUBO Business Officer for Independent General Baccalaureate Institutions.

TABLE VIII-11

COMPARISON OF CURRENT FUND EXPENDITURES

EXPENDITURES	Classical# % Ranges	HEGIS@ 1982, %	FWBC-1982,%	FWBC - 1982 Thousands of Dollars
Research	0-2	0.9	---	$---
Public Service	3-7	1.2	---	---
Instruction	51-60	41.9	32.1	623
Library	5-6	8.4*	4.4	85
Institutional Support Admin.	7-10	21.9	40.5	787
Student Services	5-6	11.6	13.7	266
O. & M. of Physical Plant	10-16	14.2	6.3	122
Organized Educational Activities	0-6	---	3.0	60
		100.0%	100.0%	$1,943

\# John Dale Russell, "Budgetary Analysis", College Self-Study, ed. Richard G. Axt. and Hall T. Sprague (Boulder, Colorado: Western Interstate Commission for Higher Education, 1959), pg. 106.

@ NACUBO Business Officer, January, 1984, pg. 7, derived from NCES/HEGIS-1982 data for Independent General Baccalaureate institutions. (adjusted to % of E & G only)

* 8.4% represents Library and other Academic Support

John Dale Russell, in his book The Finance of Higher Education published by the University of Chicago Press, suggests that three factors outside the immediate control of the institution itself also precipitate variation in the percentages of expenditures devoted to different areas of endeavor. Those primary factors are (1) the size of the institution, (2) the geographic location and (3) the adequacy of financial resources. Fort Wayne Bible College is a small college and is not generously financed. Other factors influence the percentage distribution to a lesser degree; but for a small institution that is highly dependent on student revenues and donor support, (see Table VIII-3) it can readily be understood that student recruiting, student well-being and the raising of funds cannot be slighted by denial of financial support.

The College has had six years of reasonably stable expenditure distributions with a slow growth in the areas of instruction and library expenditures exhibited during the last four years.

Table VIII-10, on page 148, indicates a modest increase in instruction with a corresponding decrease in administration. Of interest here, but not discernable from data presented, is the fact that total faculty salary expenditures for the three divisions of study has been growing at an average compound annual rate of 11.4% during the past four years. In addition, the instructional percent of expenditures, as presented, could be increased approximately three percentage points by reallocating personnel benefits expenditures (retirement, group insurance, social security, etc.) on a charge-back basis in such a fashion that they become a part of faculty expenditures instead of "other expenses" as a part of institutional support.

Operations and Maintenance of Physical Plant. The cost of operation and maintenance of the physical plant which also includes housekeeping and student personnel management has had a growth rate of approximately nine percent (9%) per year for the past two years and participation in total educational and general expenditures has stabilized at approximately 6.3%. Though this does not compare favorably with the 10-16% classical figures, the rationale of the small college with fiscal restraints discussed under Instruction on page 149 apply. Chapter IX contains additional insight to the operation and maintenance of the physical plant.

Annuity Fund. The annuity fund consists of funds acquired by the institution for its use on the condition that the institution pay stipulated amounts periodically to designated individuals. These payments cease upon the death of the annuitant at which time the assets pertaining to the annuity may be transferred to another fund group for further use by the institution. Table VIII-12, on the following page, presents a comparison of the annuity fund balances and liabilities. The College has never defaulted in annuity payments.

TABLE VIII-12

ANNUITY FUND BALANCES AND LIABILITIES
1977 - 1984

Year Ended	Fund Balances	Liabilities
June 30, 1977	$ 128,792	$ 98,367
June 30, 1978	132,732	91,406
June 30, 1979	155,330	98,890
June 30, 1980	164,371	90,980
June 30, 1981	182,106	98,210
June 30, 1982	196,900	93,489
June 30, 1983	193,114	92,789
June 30, 1984	209,873	96,215

Plant Fund. Plant funds consist of funds for the use in property acquisitions for institutional use, funds for renewal and replacement of institutional property, funds for debt service charges and retirement of indebtedness on institutional property and funds having been expended and invested in institutional properties.

Table VIII-1, on page 141, presents the changes in plant fund balances and Table VIII-13 presents the plant fund fixed assets over a six year period. The asset-to-liability ratio using only those funds belonging to the College, and listed in Table VIII-1, are presented in Table VIII-14, on the following page.

TABLE VIII-13

PLANT FUND FIXED ASSETS
SIX-YEAR PERIOD ENDING JUNE 30

	78-79	79-80	80-81	81-82	82-83	83-84
Book value of plant fixed assets at beginning of fiscal year	$3,891,166	$3,929,959	$4,008,496	$4,054,234	$4,312,826	$4,395,820
Additions	38,793	78,537	51,227	310,377	135,578	122,328
Deductions			5,489	51,785	52,584	86,455
Book value of plant fixed assets at end of fiscal year	$3,929,959	$4,008,496	$4,054,234	$4,312,826	$4,395,820	$4,431,693

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TABLE VIII-14

INSTITUTIONAL ASSET-TO-LIABILITY RATIO

Year	Ratio
1980-81	2.101
1981-82	2.056
1982-83	2.158
1983-84	2.216

Indebtedness. Table VIII-15, on the following page, presents the institutional indebtedness as of the end of each fiscal year for the past six years. The reduction in debt during each of the last five years has ranged from $60,000 to $91,000 except in the years ending June 30, 1982 and 1983. During each of these two years new indebtedness was added to the books. In 1982, a new maintenance building was constructed, a new roof was put on Lexington dormitory, a residence was purchased on contract, and a modern electronic phone system was installed. These items alone added $168,474 of new indebtedness as of June 30, 1982. Of significant interest here is the fact that in spite of the increase in indebtedness of $72,710 related to the new telephone system, the monthly expenses paid for the new system were actually less than the previous monthly operating expense related to services provided by the old system, and this included all service costs on the new system at a flat rate for the next ten years. This plan provides immunity to inflation costs on both the services and the maintenance of the system.

In 1983 several heating plant boiler conversions were made to permit the usage of less expensive fuel. These boilers are capable of burning either gas or oil. The savings on fuel costs alone are expected to pay for the conversions in less than three heating seasons, with continuing savings beyond that point.

Eighty-six percent of the long term indebtedness is based on interest rates of 9.25% or less. A large portion of this is held by individuals through investment certificates with the College being the beneficiary of a significant portion of this amount. The College is currently involved in a feasibility study for a capital campaign to determine the resource potential for fund raising to address the indebtedness, capital needs for new building construction and building renovations.

Financial Controls

The institution develops and adheres to a budget encompasing the Current Fund, Plant Fund, and Radio Station Fund approved annually by the Governing Board. The National Association of College and University Business Officers (NACUBO) provides a source of guidelines in budgeting procedures. A system of internal controls compares actual receipts and disbursements with those budgeted and generates management reports for the control of revenues and expenditures. Management as well as all budget

TABLE VIII-15

FORT WAYNE BIBLE COLLEGE INDEBTEDNESS

	6/30/79	6/30/80	6/30/81	6/30/82	6/30/83	6/30/84
Long Term Loans						
Maintenance Bldg. and Lex Dorm Roof	$ ---	$ ---	$ ---	$ 69,417	$ 52,417	$ 35,417
House 3822 Beaver Ave.	---	---	---	26,347	25,832	25,263
Telephone System	---	---	---	72,710	68,098	62,970
Total	$ ---	$ ---	$ ---	$ 168,474	$ 146,347	$ 123,650
THE ABOVE ITEMS ARE INCLUDED IN "OTHERS (Long Term)" BELOW.						
Boiler Conversion etc.	$ ---	$ ---	$ ---	$ ---	$ 26,252	$ 14,588
15 Passenger Dodge Vans	---	---	---	---	8,834	10,484
8200 Xerox Copier	---	---	---	---	44,751	37,012
Personal Notes and Investors Agreements	1,059,798	1,020,348	982,708	965,779	960,373	898,760
Others (Long Term)	856,314	850,328	808,007	944,079	878,973	836,277
Subtotal	$1,916,112	$1,870,676	$1,790,715	$1,909,858	$1,919,183	$1,797,121
Short Term Loans	$ 152,500	$ 121,500	$ 100,000	$ 170,000	$ 170,000	$ 190,000
Subtotal	$2,068,612	$1,992,176	$1,890,715	$2,079,858	$2,089,183	$1,987,121
Accounts Payable	$ 58,222	$ 57,739	$ 54,442	$ 58,400	$ 54,962	$ 86,084
Student Credits	42,505	33,729	27,973	28,189	32,362	40,741
Accrued Expenses	---	---	18,065	4,646	4,398	3,444
Totals	$2,169,339	$2,083,664	$1,991,195	$2,171,093	$2,180,905	$2,117,390
Annuities Payable	98,890	90,980	98,210	93,489	92,789	96,215
	$2,268,229	$2,174,624	$2,089,405	$2,264,582	$2,273,694	$2,213,605
Debt Reduction		$ 90,980	$ 85,219	$ (175,177)	$ (9,112)	$ 60,089

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control centers receive monthly detailed reports of current month and year to date activities. A committee on finances consisting of the President, Vice President for Development, and the Director of Business Affairs meets to review financial status and plans. The financial statements are audited annually by an independent Certified Public Accountant.

Tuition-based financial policy

As was illustrated in Tables VIII-2 and VIII-3, on pages 142 and 143, the financial stability of the College is largely based on revenue that is contingent upon student enrollment. The institution is vulnerable if enrollment does not meet expectations. While this situation is not unusual in educational institutions, it is far more important than ever before that student enrollment be maintained or enlarged. It is also desirable to increase the proportion of income from gifts, bequests, and endowments. Due to the importance of enrollment in relation to revenues, institutional budgets must be based on conservative enrollment estimates. This conservative stance is necessary, at least in part, to economic factors which are making it increasingly more difficult for students and their families to meet the financial obligations of a post-secondary school education at a college in the private sector. An unfortunate result of the heavy dependency on tuition income is the burden placed on students to bear a larger portion of educational costs. This financial load has resulted in an increase of students taking fewer credit hours. At some point, the revenue gained by increased tuition rates may be off-set by the diminished credit hours of enrollment. Other or alternative sources of revenue must be developed to offset this trend.

Gift revenue considerations

While the institutional gift revenues have been relatively stable during recent years, a significant part of the total (Table VIII-6) has been from estate bequests. The College retains the services of a financial consultant who provides assistance in the development of deferred giving. In addition to conducting estate planning seminars, he is available to consult with major donors and donor prospects as required.

Appraisal

The basic purpose of Fort Wayne Bible College is to provide services that benefit society as opposed to generating a monetary return or profit. The institution is here to accomplish a mission, not to generate profits.

The fiscal policies of Fort Wayne Bible College have been characterized by conservative restraint. The present economic climate of the country coupled with demographic influences on student enrollment demands that the College live within its means. The institution regularly ends the year "in the black", and it is encouraging to realize that the College has a strong body of contributing supporters who have demonstrated a willingness to continue that support during changing economic environments.

North Central Concerns and Recommendation

The following is a summary of the concerns noted from the North Central evaluation report of November 8-10, 1982, on the area of financial resources. Included is a response from the College regarding progress on each area of concern.

Concern/Recommendation	Response/Progress
Data Form D Part 4 indicates that the college has a capital indebtedness of $1,398,407 most of which is financed through long term bonds or through mortgages with local lending institutions. The Form also lists a debt for operations of $444,871 for 1981-82 (and a similar amount for preceding years). While the formal audit report and this Data Form refer to this amount as operational indebtedness the business affairs director asserted that virtually all of this amount is in fact absorbed under the long term capital indebtedness of the college. It is suggested that this apparent discrepancy be cleared up and that the auditors and the business affairs director reach some agreement on such matters or that the auditors indicate why they judge that this amount should be carried as operational indebtedness; Table VI-2 (Self-Study, p. 162) shows current fund revenues exceeding expenditures since 1978-79.	The Data Form D, part 4 under total amount of debt to outside parties (for operations) for the fiscal year ending June 30, 1982, was listed as $444,871. This figure comes from the auditors report under liabilities listed as notes, mortgages and contracts payable. The figure does represent operational indebtedness. This figure also includes $170,000 of borrowing against a short term credit line which according to Data Form D instructions should not have been included in this figure. The remaining $274,871 of operational indebtedness would have been paid off on or before June 30, 1982, were it not for the capital indebtedness which required transfers from the current operating fund. (See note at the bottom of Table VIII-1, on page 141.)
...the percentages of the Educational and General Fund which are allocated to Instruction seem to be very low. The team suggests that the college review its budget procedures in order to allocate a greater percentage of its E&G budget to instruction and perhaps a smaller amount to administration. Funds will be needed in order to provide faculty for some recently created programs and to upgrade existing offerings.	As evidenced by Table VIII-10, on page 148, there has been a modest increase in instruction with a corresponding decrease in administration.

Projections and Recommendations

The following concerns in the area of financial resources are being submitted to the President's Cabinet for their consideration:

1. The dependency on tuition income must be tempered by expanding financial revenues. It is recommended that attention be given to expanding the following areas:

   a. increased giving from church constituencies through a program of increased visibility and service to churches;

   b. increased endowment funds to support operating expenses;

   c. increased giving from foundations, local businesses and industry; and

   d. increased efforts from programs of deferred giving.

2. It is projected that when completed the computerization of operations in the Development Department will allow for more effective planning, communication and maximizing cost effectiveness in fund raising.

3. There is a need to continue to address the percentages of the total E & G Budget to instruction. It is recommended that the President's Cabinet address this issue.

Conclusion

This chapter has briefly described and evaluated the most important aspects of the financial status and policies of Fort Wayne Bible College. The record of the financial history of Fort Wayne Bible College has been one of gradual growth and refinement. Revenues from tuition and fees, as well as gift revenues, have been steadily increasing. The areas of need include expanding revenues in areas other than tuition, completing computerizing the operations of the Development Department, and addressing the percentage of the total E & G budget to instruction.

CHAPTER IX

PLANT AND EQUIPMENT RESOURCES

Overview

This chapter (1) describes the campus, its buildings, and the office and classroom facilities used by Fort Wayne Bible College, (2) evaluates their adequacy, and (3) briefly lists the steps and plans for the expansion and improvement of these facilities. A listing of the concerns by the North Central evaluation team is included. The chapter concludes with some recommendations and a conclusion.

Description

Fort Wayne Bible College is located in the southwest section of Fort Wayne, Indiana, an industrial city of about 167,000 population. Although it was located in the country and beyond the city limits at the time of its founding in 1904, there has developed around the college one of the finer residential areas of the city. The campus of thirty-one and two-tenths acres is divided into the original north campus of four and one-half acres and a south campus of twenty-six and seven-tenths acres located a half-block west of the north campus on the south side of Rudisill Boulevard, a major east-west thoroughfare. The campus can easily be accessed from Interstate I-69, four federal and four state highways. Direction signs to the campus have been placed at strategic intersections. The campus contains eighteen buildings, an athletic field, three tennis courts and off-street parking for over 300 vehicles. According to latest insurance appraisals, buildings and land approximate $7,500,000 in replacement value.

S.A. Witmer Memorial Hall

This modern four-story structure is the administration/classroom building constructed in 1970 at a cost of $1,200,000. It houses administrative offices, faculty offices, fourteen class and seminar rooms, including television-equipped laboratories, a well-equipped science laboratory, lecture hall, professionally equipped recording studio, print shop, mail room, student lounges, bookstore, and the studios and offices for the college's 50,000 watt WBCL-FM radio station.

Founders Memorial Building

This is a three-story building completed in 1941-42 as a multi-purpose building. It houses the music department and provides acoustically built studios and practice rooms, an auditorium, dining hall, music classrooms, and a gymnasium used for intramural and curricular athletic

activities. The air-conditioned dining hall with 4,800 square feet is equipped to seat 360 students. A carpeted, air-conditioned room of 1,200 square feet is furnished with attractive tables and chairs to seat fifty-two persons. The food service is operated under the supervision of a food service director, three full-time cooks, two part-time cooks, and approximately sixty student assistants working part time.

The College has been concerned about the adequacy of the Founders Hall facilities for many years, acknowledging that it fulfills the needs of the College only in a marginal way. At the present time a plan is being developed that will provide the College with a new multi-purpose activity building housing athletic facilities for varsity level activities as well as studios and offices for the radio station. As an interim action, Founders Hall renovation plans have been developed in conjunction with a professional space study group to upgrade the existing facility. During the past two summers the following projects have been undertaken to initiate this upgrading activity:

Auditorium

* Installed new acoustical ceiling
* Installed new stage floor covering
* Installed new stage curtains (partial) and back drop
* Upgraded stage lighting controls
* Replaced window drapes with thermal-insulating venetian blinds
* Painted entire auditorium

Classroom/Band Practice Room

* Doubled main classroom in size and refinished to accommodate band practice activities
* Added modified sound control doors to improve sound level control
* Installed ceiling ventilation fans to improve comfort level when the band rehearses

Athletic Offices

* Relocated housekeeping main store room permitting expansion of office space for athletic directors. Office remodeling is scheduled for completion by April 1985

Restrooms/Shower Rooms

* New layouts for restrooms and shower rooms require major structural changes in the building and will be scheduled as the long-range master plan dictates

Gymnasium

* Installed new lighting using energy efficient metal halide fixtures in conjunction with incandescents for fill lighting and dimming applications

* Eliminated west windows to minimize heat loss
* Installed exhaust fan for warm weather ventilation
* Installed air circulating fans in the apex of gym to provide air movement and improve comfort level for occupants as well as improve heating efficiency
* Applied new floor finish to gym floor
* Purchased new floor cover to improve atmosphere during social events

Food Service

* Installed new floor in kitchen and dishwashing rooms
* Installed new office facilities for food service director providing more direct overview and supervision of dining room, and food service areas
* Painted kitchen and dishwashing rooms

S.A. Lehman Memorial Library

This structure was the first building erected on the south campus in 1960. Along with the library services it houses the Department of Correspondence Studies, and a student apartment. The library facilities are fully described in Chapter VI, Library Resources.

Lexington Hall

This three-story building was occupied in the fall of 1964 and provides dormitory housing for 104 women, two staff apartments, lounges, recreation hall, and a drama classroom.

Bethany Hall

This three-story building was constructed in 1929-30 and was for years the administration headquarters for the College. It can accommodate dormitory housing for 80 students, a supervisor's apartment and lounge areas. Due to a reduced male resident population, this dormitory has been closed for the 1984-85 school year.

Schultz Hall

This three-story building was constructed in 1904 and was the original multi-purpose building in the early years of the College. Presently it is a men's dormitory capable of housing 108 students. It also includes an apartment, lounge, and recreation area.

Residence Hall

This two-story brick structure was built in 1948 and houses the student health center and eleven apartments for married students, faculty and staff members.

Leightner Hall

This spacious three-story brick house, formerly a residence, was purchased in 1954. It serves as the student union containing the snack shop (The Hollow), recreational facilities, TV room, prayer chapel, office and dark room for student and college publications, and offices for student organizations.

The Reynolds Building

This large concrete block building was constructed in the summer of 1981 at a cost of approximately $75,000 and contains a maintenance shop and office for maintenance personnel. The facility is equipped with a hydraulic auto shop lift which permits servicing the College fleet of vehicles.

Other Buildings

A number of other institutional buildings are used for College programs. These buildings provide for staff housing, married student apartments, and necessary maintenance services.

Maintenance

Oversight of the physical plant is the responsibility of the Director of the Physical Plant who works under the supervision of the Director of Business Affairs. There is also one full-time and one half-time man on the maintenance staff plus a supervisor who oversees custodial care of the buildings. Additional part-time maintenance and custodial help is provided through student employment.

A Preventive Maintenance Handbook serves as a guide to the person responsible for each area. Annual inspections are conducted by the city Board of Health and Fire Department, and the state Pressure Vessel Board. Semi-annual inspections are conducted by the Board of Elevator Safety. All buildings are equipped with fire extinguishing equipment and the occupants are instructed in the use of the equipment and evacuation routes. Periodic fire drills are conducted.

Maintenance personnel hold licenses in the following areas: general contracting, heating non-sanitary plumbing, electrical, electrical contracting, refrigeration repair, and street sidewalk cuts. Professional memberships are held in the National Association of Physical Plant Administrators, the National Association of Power Engineers, and the Building Managers of Fort Wayne.

A program of upkeep and repair is outlined by the Director of Business Affairs and the Director of Physical Plant in consultation with the sub-committee of the board, Committee on Business Affairs. A number of energy conservation efforts have been performed by the College in recent years and a summary of such efforts is available upon request. During the

summer of 1982 and 1983 a $35,000 project resulted in the changing of heating facilities in six major buildings from oil-fired burners to selectable gas or oil fired burners to take advantage of fuel savings. The first year fuel savings for such a system was estimated at approximately 50 percent.

Classroom Facilities

All classrooms are equipped with chalkboards, and nearly all are equipped with overhead projectors and screens. The Department of Instructional Services provides, upon request, teaching aids in the form of films or videotapes, slide projectors, movie projectors, and videotape machines with color monitors or a projection television system. Videotape recording is available for recording speeches, sermons, teaching units, and field recording of Elementary Education classroom experiences, intercollegiate athletics, and Christian service projects. Six classrooms are equipped with videotaping and playback facilities. Appendix C provides a description of the audiovisual services available for faculty, staff, and student use.

Appraisal

In a 1984 opinion survey, sixty percent of the respondents indicated that the College was located in a good area. In the same survey the need for facilities was perceived as the second greatest weakness of the institution.

Campus setting, accessability and direction signs on access routes are good. All buildings are in good repair except the Shady Court Apartment building which is used only for storage space at this time.

The building of primary concern to the College is Founders Memorial Hall. This facility does not provide adequate modern shower facilities for curricular or intramural athletic programs, or modern restroom facilities to handle the large crowds that attend college-community functions. The gymnasium, contained in this facility, is too small to accommodate the College's intercollegiate athletic program, thus necessitating the rental of off-campus facilities. The proposed multi-purpose activity building will provide adequate facilities for the athletic program.

The S. A. Lehman Memorial Library is adequate. However, the addition of air conditioning to control temperature and humidity in warm weather and carpeting to reduce the noise level would significantly improve the study and book storage environment.

Growth of the radio station and Department of Correspondence Studies will continue to be impaired until additional space and facilities are provided to enhance their operating efficiencies. Adequate teaching aids are provided in classrooms or are readily available upon request.

North Central Concern and Recommendation

The following is a concern noted from the North Central evaluation report of November 8-10, 1982, on the area of plant and equipment resources. Included is a response from the College regarding progress on this area of concern.

Concern/Recommendation	Response/Progress
The team commends the college for its program of maintenance and conservation while agreeing with the observation in the Self-Study that the Founder's Memorial Building (constructed in 1941-42) is "inadequate in that it does not provide modern shower facilities for curricular or intramural athletic programs, or or modern rest room facilities to handle large crowds that attend college/ community functions. In addition, the gymnasium is incapable of accomodating the college's intercollegiate athletic program." Attention should be given in the near future to correcting these obvious deficiencies.	The College is developing a plan for the construction and funding of a multi-purpose activity building to house athletics and the radio station. This building will provide adequate facilities for curricular and intramural athletic programs. Continued remodeling of Founder's will need to be included in the long-range master plan being developed.

Projections and Recommendations

The Governing Board has committed itself to a program of planning for the expansion, upkeep and repair of the physical plant. A sub-committee of the board, Committee on Business Affairs, makes an annual inspection of the grounds, buildings, and equipment of the College, and reports its findings with recommendations to the entire board. The following items relating to plant and equipment resources are being submitted by the Self-Study Committee to the President's Cabinet for their consideration:

1. It is recommended that the building now known as Shady Court Apartments be evaluated by the administration to determine its best utilization.

2. It is recommended that remodeling of Founder's Memorial Hall to include modern shower facilities and more spacious public restrooms be included in the long-range master plan.

3. It is projected that the proposed multi-purpose activity center building will provide adequate facilities for the radio station, athletics and conference programs.

4. Approval has been given for the air conditioning and carpeting of the library. The Library Committee has recommended that consideration be given to committing institutional funds in the 1985-86 budget to complete this project. The Self-Study Committee supports this recommendation.

5. It is recommended that an evaluation of the facility needs for Correspondence Studies be made.

Conclusion

The Fort Wayne Bible College campus is attractive and the buildings used by the College are in good condition. The campus location and accessability is also good. The facilities, except for Founders Memorial Hall, are adequate for accomplishing the purpose of the institution. The Founders Memorial Hall is functional though inadequate in that it does not presently provide adequate shower, locker, and restroom facilities. A remodeling of these facilities will adequately provide for these needs on an interim basis. The air conditioning and carpeting of the library will enhance the study and book storage environment and aid in the preservation of the collection. The construction of the proposed multi-purpose building will give proper attention to adequate athletic facilities and additional space for continued growth of the radio station. The evaluation of the facility needs for Correspondence Studies needs to be made.

CHAPTER X

COMMUNITY RESOURCES AND SERVICES

Overview

This chapter describes the community resources which are utilized by Fort Wayne Bible College in accomplishing its educational purposes and goals and describes the community services which the College provides to the Fort Wayne area. The chapter includes an appraisal of these resources and services along with projections and recommendations for further study, and is summarized in a brief conclusion.

Community Resources: Description

A number of instructional programs on the College campus have found it both necessary and beneficial to utilize community resources for accomplishing stated objectives. These include educational, health care, human services, religious, and public resources. This description will provide a sampling of the resources provided the student in the educational process.

Approximately four hundred students a year utilize the community resources. (See supplemental materials) These assets are profitable for program field trips, observational experiences, guest lectureships field experiences, and optional field education for professional studies majors.

Sampling Of Resources

Christian Service Department. The Christian Service Department operates a program of field practicums required of all students enrolled for eight hours or more. Students select the type and place of service in consultation with department personnel. The Christian service program is described in more detail in Chapter III of this report. (See page 38) For the 1983-84 academic year, a total of one hundred and two churches and organizations involved approximately two hundred and seventy students. Each field practicum utilizes community resources to enhance classroom instruction and to provide practical experience in on-the-job situations. Students are involved in various church positions, nursing home facilities, inner-city programs, and programs for delinquent and handicapped persons.

Teacher Education Programs. Over fifty local public and private schools are available to teacher education students for a series of teaching laboratory experiences. During the second semester of the freshmen year, as

part of the Introduction to Education course, classes in local elementary, junior high/middle, and high schools are observed for half days as a basis for written reports. During the sophomore year a classroom teacher is observed and aided for a minimum of five complete days. A program involving cultural and ethnic minority or handicapped children provides each student with a weekly involvement in teaching and/or supervising 5-12 year old children.

In addition, for two hours per week, public school children having reading disabilities are tutored by elementary education students under the supervision of the professor of the class in Corrective Reading. Observation and participation as an aide (40 hours minimum) on a regular basis is provided in a local school for music education students during their junior year as part of course requirements.

The student teaching experience is sequenced for the student's last or next to last semester of the undergraduate program. In general, student teachers are placed in local, accredited, public, or private schools. The cooperating teacher must have three years of teaching experience, a master's degree, be recommended by the cooperating principal, and desire to work with a student teacher.

Community Resources: Appraisal

Programs which utilize the community resources primarily for field trips or observational experiences use a variety of methods for assessment. Faculty-student conferences, de-briefing exercises, and written reports are designed to obtain student feedback to evaluate various strengths and weaknesses regarding their experiences and to assess their professional potential. The Christian service field experiences are evaluated through meetings with department personnel and supervisors and through forms provided by the department. The teacher education program has its own evaluative structures for its teaching laboratory experiences.

Student reaction to these experiences has been very favorable. Responses from students indicate: 1) good information was received from guest speakers, 2) practical applications of classroom instructions were observed on field trips and demonstrated through participation in Christian service projects, and 3) an increased awareness of real-life situations was developed through observational experiences.

One of the characteristics of the College is the variety of community resources available for use in the academic programs. A good selection of opportunities that relate to student interests and needs is provided by the large number of churches and church-related organizations located within the city. The faculty recognize the need for off-campus educational experiences. A greater use of community resources by the faculty will be achieved by implementing the field study program for all professional majors.

Community Services: Description

Fort Wayne Bible College has had a history of providing services that would be of value to the general public. The following paragraphs will briefly describe a number of these services.

WBCL Radio Station

WBCL is a non-commercial, non-profit educational radio station licensed to Fort Wayne Bible College by the Federal Communications Commission. At 90.3 on the FM band, WBCL's 50,000 watt, twenty-four hour a day signal covers approximately a ninety mile radius around Fort Wayne. From the time the station began broadcasting in January of 1976, the staff has grown from three full-time and four part-time employees to ten full-time and six part-time employees.

The Board of Governors at its August 1983 meeting passed a resolution articulating the relationship between the College and the radio station. This resolution states:

I. WBCL is owned by Fort Wayne Bible College and is subject to the Governing Board in the same manner as the college, and is a department of the college.

II. The rationale for this radio effort essentially is threefold:

   A. To minister to the spiritual needs of the community.

   B. To serve as an educational arm of the college in ways defined by the Radio Policy Committee of the college.

   C. To promote the interests of the college.

III. Fiscal Consideration

   A. The goal is that WBCL be fully self supporting.

      1. All costs related to the station and its operation will be sustained by the station.

      2. As an annual budget item, there will be included a contribution to the college for corporate administrative expenses. The amount will be a percentage of WBCL's yearly income.

      3. The WBCL mailing list(s) is(are) owned by the college and will be utilized by the college in a manner consistent with the best interests of both.

IV. Growth

A. It is anticipated that the radio ministry of the college will continue to grow. All growth must be developed on a firm fiscal basis.

WBCL's programming represents a blend of sacred and classical music, in combination with numerous educational, news and public affairs programs. Approximately three-fourths of the programming is musical, representing a variety of vocal and instrumental selections.

In an effort to address local needs and concerns, the station has emphasized the production of the following locally-originated programs:

1. Midmorning: a fifty-five minute daily program featuring interviews, items of local interest, telephone input from listeners, and a sharing of ideas and concerns on listener interests.

2. Community Calendar: a five-minute program aired four times every weekday carrying a summary of scheduled events and activities in the listening area of interest to the audience.

3. Newsreel: a three-minute program aired three times every weekday featuring mini-interviews with area newsmakers and those involved in public service agencies.

4. Medical Report: a three-minute program aired two times every weekday featuring a local physician discussing medical problems, and answering listener's questions.

5. Do It Thyself: a fifteen minute program aired weekly featuring educational guidelines to home repair and maintenance.

6. As I See It: a three minute devotional program aired two times every weekday featuring the College President.

7. Special Event Series: a fifty-five minute time block on Saturday afternoons reserved for the broadcast of community events such as convocations and addresses by visiting dignitaries.

8. Fort Wayne Bible College Presents: a thirty-minute broadcast aired twice weekly featuring selected College chapel services.

9. Kid's Kaliedescope: a thirty-minute weekly program aimed at children, ages 4-12. The program includes special contests, birthday recognition, scripture memorization, and educational programming ranging from secular to religious topics.

10. What's Cookin': a five-minute daily program featuring recipes contributed by listeners.

11. Local Newscasts: presented fifteen times daily, including updates. Also featured are stock market and local grain elevator prices for farmers and investors.

12. Remote broadcasts: presented live from community locations, including the Grabill Days, Berne Swiss Days, Farm Focus, and the Whitley County 4-H Fair.

13. Day Away: a bi-annual day-long retreat for women held on the College campus. The event attracts approximately fifteen-hundred women, who attend a variety of workshops and seminars designed to foster self-improvement, spiritual growth, and fellowship with one another.

14. Radio rallies: presented in area churches upon invitation. Staff members take an active part in the service, including speaking, providing special music, and explaining the purpose and operation of the radio station.

15. Speaking engagements: arranged individually before a variety of civic and religious groups.

Christian service

The College provides to the local community, through the Christian Service Department, student help to assist area churches and church-related organizations. In addition, two musical performing groups and one drama troupe are scheduled in area churches, civic, and religious organizations. During the 1983-84 academic year, students were involved in one hundred and two churches and organizations. Table X-1, on the following page, indicates the student involvement in Christian service for the 1983-84 academic year.

TABLE X-1
CHRISTIAN SERVICE ACTIVITIES
1983 - 1984

		First Semester	Second Semester	Total
Sunday School classes taught		1057	1066	2123
Children's Church directed/helped		227	338	565
Evening Training Hour directed/helped		239	200	439
Messages/Devotionals		248	288	536
Mid-Week Service		317	295	612
Child Evangelism directed/helped		46	79	125
Conducted Choir		102	125	227
Song Leader		73	184	257
Pianist/Organist (# of services)		92	133	225
Presented Special Music		115	123	238
Club Meeting Sponsored/YFC/Urban Youth Ventures, etc.		577	722	1299
Planning Sessions		797	1030	1827
Small Group Bible Study		354	294	648
Student Advisor				
	Planning Sessions	344	337	681
	Devotionals	205	234	439
Decisions	Salvation	20	24	44
	Assurance	18	16	34
	Surrender	4	6	10
Visits		1798	2887	4685
Churches & organizations cooperating		102	95	
Number of denominations		27	22	
Percentage of students participating		70%	77%	

PERFORMING GROUP REPORT

	TRIUMPH!		HIS Company			
	1st Sem	2nd Sem	1st Sem	2nd Sem	TOTAL	
Services	19	29	16	30	94	Services
Testimonies	11	12	0	0	23	Testimonies
Songs	115	242	0	6	363	Songs
Conversions	2	0	0	0	2	Conversions
Mileage	1605	2631	928	2609	7773	Mileage
Plays			16	26	42	
Dramalogues			0	4	4	

Church relations

The Office of Church Relations exists for the purpose of informing the pastors and churches to the ministry of the College, providing services for them, and enlisting their support for the College. The following services are provided to area pastors and/or churches:

1. A Pastors' News Letter is published twice a year for all pastors of supporting churches and churches within a fifty-mile radius of Fort Wayne. This publication includes pertinent happenings at the College, curriculum updates, and promotion of events on campus.

2. Pulpit supply requests are handled.

3. Courtesy cards are sent to all supporting church pastors. These cards entitle the cardholder and spouse to free admission to home basketball games, to a faculty-staff rate in the cafeteria and campus events, and to free use of the library.

4. A Pastor's Advisory Board, consisting of area pastors, provides insights into the needs of churches and suggests ways to meet these needs.

5. Opportunities are scheduled for pastors to share with the College President at breakfasts, luncheons, or evening meals.

6. A Pastor's Day is part of the annual Fall Campus Days sponsored by the College. Pastors and their wives are invited to campus for a series of meetings and informal times with speakers who present topics relevant to their needs.

7. Scheduling of the President, Vice President for Academic Affairs, and Vice President for Development for speaking or visiting in churches and conferences is provided.

8. Opportunities for pastors, qualified Christian workers, and their dependent children to receive academic tuition reductions are communicated.

9. An annual Pastor's Golf Tourney is held at the beginning of the year to acquaint new pastors in the area with the services offered by the College.

Student Government

Every semester the Student Government participates with the American Red Cross in supporting and sponsoring a blood donor day on campus. During the year, several family-type movies are scheduled on campus and advertised for the general public. During the 1982 Fort Wayne flood crisis, students volunteered their time away from classes to fill sandbags or assist in distributing food at the Salvation Army Center.

Academics

A number of academic offerings are made available to the community:

1. The Adult Christian Training School arranges for non-credit classes to be held in Fort Wayne and other communities.

2. Special guest lecture series held on campus are available to the general public.

3. Free enrollment as audit students or at half normal tuition for credit classes is available to adults who have attained their fifty-fifth birthday.

4. Special classes in speedreading and piano training are offered to the public.

5. The use of the library facilities is available to the general public at a nominal charge, and free to area pastors.

6. The library hosts information sessions on the materials available in the Instruction Materials Center.

7. Professional seminars, workshops, drama and musical presentations are offered.

Athletics

The College makes available to the general public upon request the use of its athletic facilities. The tennis courts and soccer field are used frequently by the community.

Miscellaneous

In addition to the services listed in the above sections, the College also provides the following:

1. College sponsored trip to the Holy Land hosted by the President and other college personnel.

2. Classroom facilities and auditorium for off-campus groups.

3. Library facilities for a voting precinct.

4. The Special Events Series of guest speakers, soloists or musical performances is designed to provide spiritual ministry, cultural enrichment, and/or wholesome entertainment for the campus and community constituencies of the College.

5. Free estate planning services and deferred giving seminars through the Office of Development.

Community Services: Appraisal

Fort Wayne Bible College has a commendable level of community involvement through its academic and Christian service programs, radio station, athletic facilities and church relations programs.

WBCL Radio Station

The radio station is meeting the needs of the community through its variety of programming efforts. To assure that both individual and community needs are met, continuous listener surveys and evaluation of mail responses are conducted. Significant listener program support is indicated by listener financial support. Approximately seventy-five percent of the station's annual operating budget, which now stands at nearly $400,000 is raised through a three-day annual fund drive in January called Sharathon. Telephone pledges are received by listeners in an effort to reach the predetermined goal. The most recent Sharathon goal of $280,000 was exceeded by $32,000 as over 4,500 people responded with pledges of financial support. For the last four Sharathons, WBCL has averaged a return of over ninety percent on pledges. The remaining twenty-five percent of the operating budget is provided through miscellaneous contributions and underwriters of special programs.

Another indication of community support is through the number of community announcements received by the station. Forty to fifty of these are received and aired weekly.

One of the greatest needs for the radio station is expanded facilities. The station has experienced significant physical growth over the past five years, and is now in a position where its potential for expansion is greatly hindered by lack of space. There is need for an additional production studio, a larger main broadcast studio, and additional storage space. The proposed multi-purpose activity facility will adequately meet this need. Another need is to expand the locally-originated programming to meet local interests.

Christian service

The community is actively involved in making use of students in Christian service positions within the church or church-related organizations. Each year the department receives more requests for student help and musical and drama performing groups than can be honored. The Christian service program is appraised in Chapter III of this Report. (See page 52)

Church relations

Area pastors are being informed of the ministry of the College and of the services that are offered. The office scheduled over forty pulpit supply requests for the 1983-84 year. In addition, more than four hundred fifty courtesy cards were sent to supporting pastors. At the recent Pastor's Day emphasis for Fall Campus Days, more than one hundred pastors and their wives attended.

Academics

The academic offerings to the community are varied and provide a number of activities from which a person could select. The average attendance of the Adult Christian Training School for the past five years has been one hundred fifty-nine students per year. More advertising in local churches would possibly generate a greater support for the other programs.

Projections and Recommendations

The following projections and recommendations are being presented to the President's Cabinet in the area of community resources and services for their consideration:

1. It is projected that Fort Wayne Bible College will continue to use the community resources for enhancing its educational programs. In addition, it is also projected that the College will continue to provide a variety of services to the community.

2. The Vice President for Academic Affairs should continue to emphasize the need for the faculty to utilize a variety of community resources for expanding the educational experience of the classroom.

3. The Office of Church Relations should continue its services to area pastors and churches.

4. The radio station should continue its plan of evaluation of locally-originated programming with the emphasis on meeting local needs.

5. It is projected that the radio station's need for additional facilities will be provided with the construction of the proposed multi-purpose activity building.

Conclusion

This chapter has described and evaluated the community resources utilized by Fort Wayne Bible College and the community services provided by the College. The strengths of the College in these areas include: 1) the variety of community resources available for its academic programs, 2) the use of a variety of churches and church-related organizations for Christian service projects, 3) the extensive community service programming by the College radio station, 4) the financial listener support of the College radio station, 5) the active involvement of the Office of Church Relations to cultivate support from pastors and churches, and 6) the provision of academic offerings and College facilities for community use. There is a need to continue making use of the community resources for enhancing the educational programs and a need for additional facilities for the radio station.

CHAPTER XI

PLANNING AND THE FUTURE

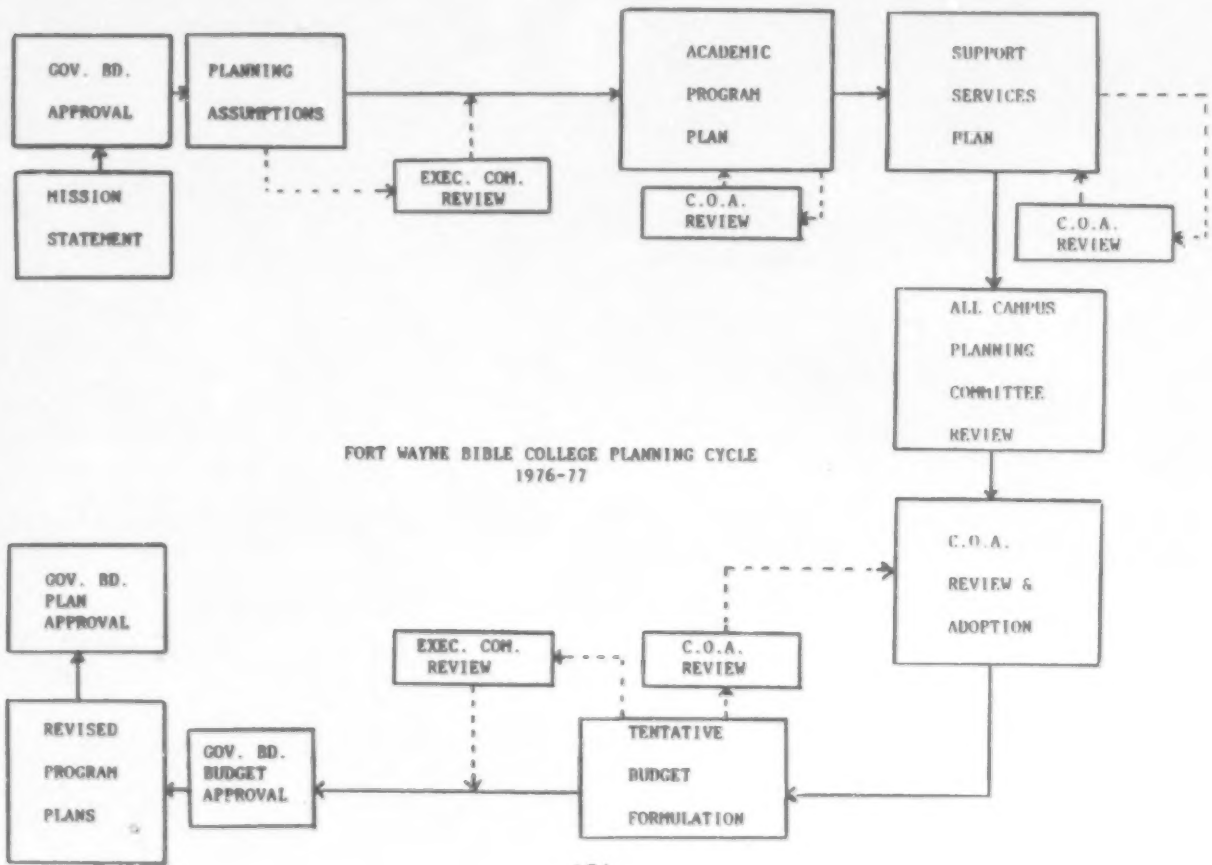
Overview

This chapter will depart from the order of previous chapters in that the history of institutional planning and processes will be followed by an outline of the format upon which planning will be based. Included is a listing of the concerns by the 1982 North Central evaluation team and the College's response. A summary of recommendations and projections and a brief appraisal and conclusion conclude the chapter.

History of Institutional Planning

A planning program for the College was initiated in August 1977, under the coordination of the Academic Dean. Figure XI-1 diagrams the planning cycle employed by the College for 1976-77. This particular planning cycle was followed for a period of three years. However, with the change in top-level administrators in 1980 and a new President in 1981, this planning cycle was no longer followed.

FIGURE XI-1



FORT WAYNE BIBLE COLLEGE PLANNING CYCLE
1976-77

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At a March 1982 meeting of administrators, discussion centered on the long-range planning process adopted in 1977. This group reviewed the original planning cycle and recommended to the President's Cabinet that the institution adopt, at least as a model, the 1976-77 document with the understanding that it needed to be examined by an appropriate group in the future. They further recommended that modifications of this document include 1) a feedback/accountability process; 2) inclusion of income assumptions; and 3) an institutional calendar including accountability. At the March 1982 board meeting, authorization was given for the Chairman of the Board to form a Long-Range Planning Committee. This committee met prior to the board meeting in August 1982 and presented to the full board its suggestion for reactivating and implementing a long-range planning program for the College.

The 1982 North Central evaluation team recommended that "as soon as possible the institution begin a formal program of long-range planning suited to its needs and involving the faculty, administration and Board of Trustees." Shortly after school began in the fall of 1983, the President underwent major heart by-pass surgery. As a result, the Academic Dean assumed additional administrative responsibilities during the 1983-84 school year in addition to guiding the faculty in addressing the concerns identified by the 1982 North Central evaluation team. After the President returned to a normal schedule of activities, the administration addressed institutional planning with the hiring of a consultant in this area and the appointment of a faculty coordinator and task force for long-range planning. In September 1984 members were appointed to the task force on long-range planning and in October, this task force held its first meeting.

Format of Long-Range Planning

The College will develop a strategy for long-range planning during the 1984-85 school year which will provide an on-going, annual review and an update process for implementation.

Task Force on Long-Range Planning

The primary group responsible for developing a long-range plan is the task force on long-range planning consisting of a Coordinator, a consultant and the following members:

2	Board Members	2	Constituent Group members representing
4	Cabinet Members		Alumni
3	Division Heads		Donors
1	Student		Church
1	Staff person		Community

Table XI-2, on page 178, presents the three-phase cycle which the task force will be following. Table XI-3, on page 178, outlines the organizational structure to be followed in the planning process and Table XI-4,

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on page 179, presents the proposed calendar for planning. It is projected that reports from the task force on planning and various sub-committees will be available for board approval by the summer of 1985. The task force met on October 15, 1984, for an all-day retreat to begin the first phase of the planning cycle.

Factors influencing planning. At their first meeting the long-range planning task force identified the students, the Church, and the world as the three key elements which will guide planning for the College. The mission statement calls the College to serve the world through the Church. The primary linkage to the Church, in turn, is through the student. The primary (though by no means the only) means of influencing the world is also through the student. For these reasons, the task force determined that students must receive primary consideration in long-term planning, and the institution must be vitally linked to both the Church and the world in all phases of planning.

In planning relationships, the task force identified the educational component as being of primary importance, and planning decisions in this area would determine planning in the facilities component. Planning decisions in these two areas, in turn, will determine planning decisions in the financial component.

Assessment of resources. Resource reports from six major areas were presented at the first task force meeting. finances, facilities, research and development, student development, constituency, and academics. From these reports and the discussion which followed, there was established a group concensus of institutional resources.

Characteristics of planning process. By the conclusion of the first meeting of the task force, it was determined that the planning process at the College would be characterized by the following:

1. Initiation of planning and overall planning agenda will be set by the long-range planning task force.

2. This task force will gain input on planning, primarily through hearings, from all levels, but the final decision responsibility will reside in the task force.

3. The long-range planning task force will make the major decisions guiding the institution's long-range planning.

4. Strategic (short-term) planning for specific agenda items will be delegated to lower levels and subgroups.

The task force made the following preliminary determinations about the nature of the long-range planning report after their second meeting:

1. It would be thorough and definitive in all key institutional areas, and include fiscal implications in each area.

2. It would be institutional in nature, and therefore not include specific strategies for every department.

3. It would provide cogent summaries in each area which administrators can easily refer to.

4. It would be organized into the following components:

- Mission
- Academics
  - Program
  - Personnel
- Students
  - Program
  - Enrollment
  - Outcomes
- Fiscal
  - Resources
  - Expenditures
- Facilities
  - Maintenance
  - Utilization
  - Needs
- Resource Development
  - Development
  - Publications
  - Marketing
- Creativity/Psychological Factors
  - Institutional distinctives
  - Leadership
  - Program distinctives

In addition, the task force consolidated ideas into specific goal statements for each of the above components.

Goals for subsequent meetings. The goals for the December meeting of the task force are to:

1. Prioritization of the goal statements which are attainable, deletion of unattainable goals, and addition of needed goals overlooked.

2. Determine strategies for planning implementation for each goal along with the action to be taken, cost to be incurred, and time frame for achievement.

3. Identify other levels for planning.

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CHART XI-2

ON-GOING CYCLE FOR PLANNING

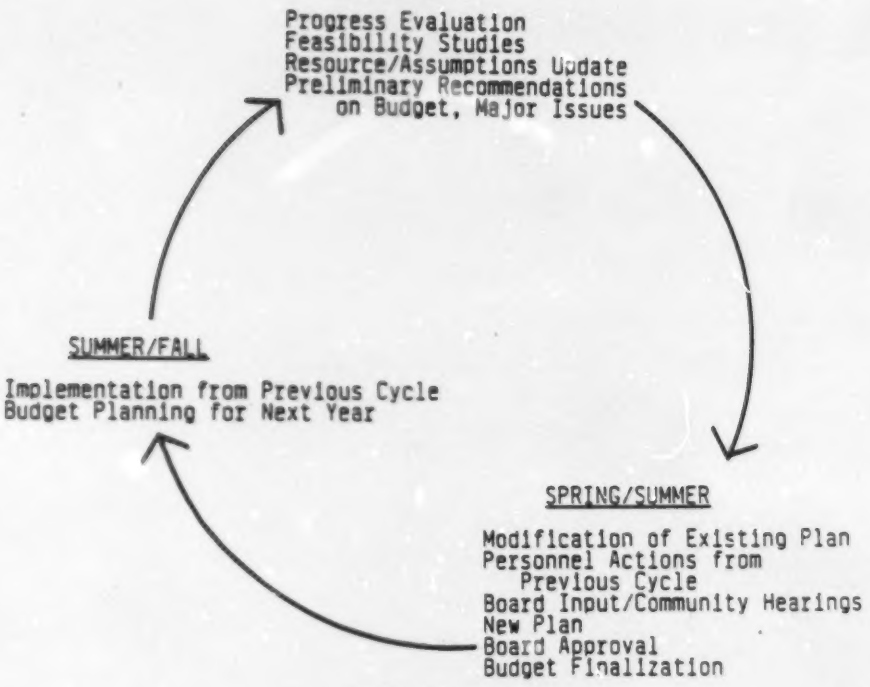

CHART XI-3

FORT WAYNE BIBLE COLLEGE

STRUCTURE FOR PLANNING

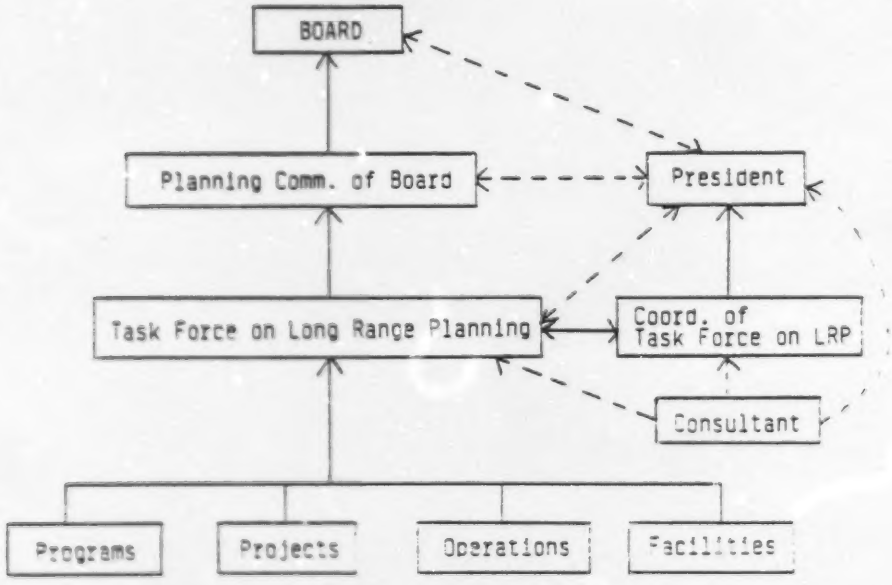

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TABLE XI-4

PROPOSED CALENDAR FOR PLANNING

AUGUST 1984 -	*Initiation of Process *Approval of "Plan for Planning"
SEPTEMBER 1984 -	*Appointment of Planning Personnel
OCTOBER 1984 -	*Initial Meeting of the Task Force on Long-range Planning *Team Building *The Planning Process
All Day Retreat	*Resource Foundations Assumptions - Staff Resource Reports - Staff *Validation/Ratification of Mission Statement *Outline for On-going Planning Structure
NOVEMBER 1984 -	*Task Force Meeting - 1/2 to 3/4 day *"Images of Potentiality" What Could We Do if We Could Dream Big Dreams? *Dreams into Goals (Macro) Program - Academic, Student, Ministry/ Service Fiscal/Management/Operations Facilities Creative/Leadership *Prioritization of Goals
DECEMBER 1984 -	*Task Force Meeting - 1/2 day *Strategies for Implementation Action to be Taken - Assignment of Cost to be Incurred. Time Frame for Achievement. *Identification of Other Tiers for Planning
JANUARY 1985 -	*Inauguration of Other Levels of Campus-wide Planning. (Micro) *Appointment of Planning Sub-Committees *Joint Task Force, Planning Sub-Committee meeting - 1/2 day
FEBRUARY - APRIL 1985	*On-going Efforts by Task Force (Macro) (Monitoring & evaluation of process) and Sub-committees (Micro).
MAY 1985 -	*Reports of Task Force and Sub-Committees to Board Committee on Planning.
SUMMER 1985	*Report to the Board.

*Involves Consultant

Summary of North Central Concerns and Recommendations

The following is a summary of the concerns noted from the North Central evaluation report of November 8-10, 1982, on the area of long-range

planning. Included is a response from the College regarding progress on each area of concern.

Concern/Recommendation	Response/Progress
It is recommended that as soon as possible the institution begin a formal program of long-range planning suited to its needs and involving the faculty, administration and Board of Trustees.	Governing Board approved the hiring of a consultant for long-range planning in August 1984. (the physical limitations of the President due to heart by-pass surgery delayed the initiation of long-range planning.) Task force on long-range planning and Coordinator were appointed. First meeting of task force was held on October 15, 1984. Long-range planning document is scheduled to be completed by summer 1985.
These have been busy years for the new administrators, who, while they appear to be well prepared to execute their responsibilities, have not yet had time to encourage or to carry out long-range planning. Some of the basic tools are also lacking; there is no basic management information system which would serve as the basis for a dynamic system of planning.	The College hired a computer specialist who is developing the basic management system needed for long-range planning.

Projections and Recommendation

The following projections and recommendations in the area of long-range planning are being submitted to the President's Cabinet for their consideration;

1. It is projected that the College will submit a long-range plan to the Governing Board by summer 1985.

2. It is recommended that College leadership be encouraged to develop further institutional planning expertise through attendance at planning seminars and professional meetings, and by becoming further acquainted with literature on institutional planning.

3. It is recommended that the findings and recommendations of the Self-Study Committee as evidenced in this self-study report be submitted to the long-range planning task force for their consideration.

4. There is a need for a program of on-going institutional research to aid the College in assessing its degree of effectiveness and in providing statistical data for the decision-making process. It is recommended that the institution consider an appropriate way to address this need.

Appraisal and Conclusion

Fort Wayne Bible College is aware that colleges and universities exist today in a complex and rapidly changing environment, and that effective long-range institutional planning is critically important to the health, vitality, and even survival of these institutions. For these reasons, the College has entered into institutional planning.

The task force has begun its assigned task, and strong enthusiasm has been generated by the initial retreat. Comments received from task force members indicated positive perceptions of the retreat with several asking for further tasks. With the completion of this plan of action, it is projected that Fort Wayne Bible College will move forward with realistic planning to guard the health and the vitality of the institution. The design of planning at Fort Wayne Bible College will result in planning which is continuous, comprehensive, broadly participative, long-range, and mission-oriented. Evaluation will be built into the system at each step. The College is committed to such planning. A commitment to long-range planning cannot help but produce a more stable atmosphere and a greater sense of purposefulness throughout the College constituency. The eighty-year history of the College is an indication of the strength of the institution in facing the demands of the future.

CHAPTER XII

CONCLUSION: EFFECTIVENESS, PLAN OF ACTION

CRITERIA FOR ACCREDITATION

Overview

This concluding chapter includes a summary appraisal of institutional effectiveness, a plan of action which responds to the most important strengths and areas of concern resulting from the self-study and from other normal institutional processes, and directly addresses the criteria for accreditation.

Summary Appraisal of Institutional Effectiveness

What are the strengths and areas of concern of Fort Wayne Bible College and how can the College capitalize on its strengths and address its areas of concern? An appraisal of strong points and shortcomings has been made by Governing Board, faculty, staff, students graduating seniors, and alumni during the last few months with a view of continuing improvement. Comparisons are made of the thinking of each of these groups with that of the others. Additional strengths and concerns noted elsewhere in this self-study and future action regarding both strengths and concerns indicated by the assessments are included.

Assessment of strengths

Procedure for assessing. Each group--board, faculty, staff, students, graduating seniors and alumni--was asked to list in rank order the five greatest strengths and weaknesses of Fort Wayne Bible College. The lists were combined to form a ranking in the following way: each item which had been ranked first was counted 5 points; second, 4 points; third, 3 points; fourth, 2 points; and fifth, 1 point. The points for each item were totaled, and the final rankings were determined by total points. In case of a tie in total points, the item with the highest number of mentions was given the higher rank.

Composite assessment of strengths. Table XII-1, on the following page, is a composite assessment of perceived strengths ranked according to the total points given by board, faculty, staff, students, graduating seniors, and alumni ratings. The column labeled "P" refers to points, while "M" is the number of times an item was mentioned by different groups. Random samplings were used for staff, students, graduating seniors, and alumni.

TABLE XII-1

PERCEIVED STRENGTHS OF FORT WAYNE BIBLE COLLEGE

STRENGTHS	Board N=15 P-M	Faculty N=28 P-M	Staff N=30 P-M	Students N=30 P-M	Graduating Seniors N=30 P-M	Alumni N=30 P-M	Total N=163 P-M
Sound Bible training	41-13	52-16	87-25	78-21	79-20	94-22	431-117
Personalized attention/ Family atmosphere	9-32	94-25	75-21	51-16	90-22	53-15	372-131
Christian emphasis	36- 9	49-13	51-16	78-23	40-15	60-18	314-94
Quality faculty	11- 5	48-17	43-12	66-18	65-20	45-15	278-87
Provision for Spiritual growth	16- 6	36-13	42-16	48-19	28-10	29-12	199-76
STRENGTHS	**P-M**	**P-M**	**P-M**	**P-M**	**P-M**	**P-M**	**P-M**
Quality Christian Service Program	15- 8	35-15	51-21	18- 7	22- 6	53-17	194-74
Reputation/Influence in Bible College movement	17- 7	45-17	31-10	12- 6	15- 7	38-13	158-60
Academic programs	2- 1	18- 7	26-10	25-11	23- 9	19- 7	113-45
Commitment to objectives	5- 3	16- 6	23-10	18- 6	22- 7	12- 6	96-38
Location	-	8- 3	4- 1	13- 4	30-12	7- 3	62-23
Quality Administration	25- 7	9- 2	3- 1	12- 5	5- 3	3- 2	57-20
Quality student body	6- 2	3- 1	4- 1	8- 4	10- 5	9- 4	40-17
Campus-size, facilities, etc.	-	3- 2	1- 1	15- 6	7- 4	10- 5	36-18
Quality staff	-	2- 1	1- 1	1- 1	15- 6	2- 1	21-10
Quality Board	-	2- 1	5- 3	-	3- 1	-	10- 5

In addition to listing the strengths according to total points and mention, it may also be useful to note the rankings of institutional strengths by the different groups and compare them.

Assessment by different College groups. The greatest strengths, in rank order according to points, as seen by different groups within the College family are as follows:

FACULTY

1. Personalized attention/Family atmosphere
2. Sound Bible training
3. Christian emphasis
4. Quality faculty
5. Reputation/Influence in Bible College movement
6. Provision for spiritual growth
7. Quality Christian service program

STUDENTS

1. Christian emphasis
2. Sound Bible training
3. Quality faculty
4. Personalized attention/ Family atmosphere
5. Provision for spiritual growth
6. Academic programs
7. Quality Christian service program

STAFF

1. Sound Bible training
2. Personalized attention/Family atmosphere
3. Quality Christian service program
4. Christian emphasis
5. Quality faculty
6. Provision for spiritual growth
7. Reputation/Influence in Bible College movement

BOARD

1. Sound Bible training
2. Christian emphasis
3. Quality administration
4. Reputation/Influence in Bible College movement
5. Provision for spiritual growth
6. Quality Christian service program
7. Quality faculty

SENIOR GRADUATES

1. Personalized attention/Family atmosphere
2. Sound Bible training
3. Quality faculty
4. Christian emphasis
5. Location
6. Provision for spiritual growth
7. Academic programs

ALUMNI

1. Sound Bible training
2. Christian emphasis
3. Quality Christian service program
4. Personalized attention/Family atmosphere
5. Quality faculty
6. Reputation/Influence in Bible College movement
7. Provision for spiritual growth

One strength of the College ranked in either first or second place by all respondents--sound Bible training. Three strengths are ranked high by all six groups--Christian emphasis, quality faculty, and provision for spiritual growth. Two strengths are ranked high by five groups--quality Christian service program and personalized attention/family atmosphere. One strength is ranked high by four groups--reputation/influence in the Bible college movement.

Students and graduating seniors ranked academic programs as a high strength of the institution. Graduating seniors were the only group that ranked location as a high strength. The Governing Board was the only group that ranked quality administration as a high strength.

The strengths listed as being most important in terms of mention are:

1. Personalized attention/Family atmosphere
2. Sound Bible training
3. Christian emphasis
4. Quality faculty
5. Provision for Spiritual growth
6. Quality Christian Service Program
7. Reputation/Influence in Bible College movement

There is a considerable unity of opinion among all six groups on these strengths.

Strengths noted elsewhere

Objectives. Chapter II details the objectives of the College and the commitment of personnel and resources to these objectives. The assessment of strengths shows that various groups within the College understand personnel to be committed to Fort Wayne Bible College's goals. However, in this assessment it is interesting to note that commitment to objectives was not ranked higher overall or mentioned as a top strength by either of the six groups. The spiritual emphasis of the campus programs and the environment noted in Chapter V are in keeping with institutional objectives and are perceived as a strength of the College.

Faculty. The preparation and dedication of the faculty is perceived as a strength in the analysis in Chapter IV, and is so rated in the above assessment. The commitment of the faculty to instruction is a strength in this type of institution. In addition to their teaching ministries, the faculty are involved in extensive outreach ministries. These include lecturing in schools, preaching in churches, conducting summer camp ministries throughout the nation, and participation in various AABC conferences and evaluation teams. In addition, faculty are involved in cultural, civic, and religious responsibilities. The faculty retention rate in the past ten years and faculty effectiveness are perceived strengths noted in Chapter IV.

Christian service program. The program of Christian service is a strength of the institution and is so considered by various groups within the College. The commitment of the faculty to complement classroom instruction with supervised and correlated field experiences is documented in Chapters III and X.

Community service. One strength that is being increasingly recognized is service to the community and to the broader constituency by students and faculty, by radio station WBCL, by Christian service involvement in the local community, and by other programs both off and on campus; these are documented in Chapter X.

Supporting resources. College facilities have been maintained and improved over the years. Although the majority of buildings are not new, they are kept in good repair.

The library continues to be a perceived strength and is noted in Chapter VI.

Financial resources, although not as great as desired, are improving. Management of resources by the business office is a perceived strength as evidenced in Chapter VIII.

The College is making realistic plans for institutional advancement in fund raising and student recruitment.

Student Development. The professional staff in the Student Development Department is well organized and meeting student needs. Departmental programming is a perceived strength and is noted in Chapter V.

Governance. The administrative team including the Governing Board is a definite strength. The committees through which administration and faculty work to accomplish the functions and objectives of the institution are structured to spread responsibility for both decision-making and action over a broad and representative base.

The quality and extent of board involvement in the last two years in promoting and supporting the College is encouraging. The support which they are providing to the administration and faculty is documented in Chapter VII. Although the assessment did not rate the board quality as a strength of the institution, it is a growing factor in perceived institutional strengths.

Alumni achievement. Chapters V and X document alumni achievement. The success of alumni and their increasing support of the College are perceived as strengths, indicating the fulfillment of institutional objectives and projection of a future brightened by alumni assistance. Fort Wayne Bible College has every reason to be proud of the accomplishments of its alumni, and it is apparent that its alumni, numbering approximately five thousand, are proud of their alma mater and generally commend it to others. Table XII-2, on the following page, indicates the alumni awarded honorary membership in Delta Epsilon Chi for the past five years along with an indication of their accomplishments. (Delta Epsilon Chi is the honor society of the American Association of Bible Colleges.) To be eligible, each honorary member must meet the following criteria: 1) display outstanding intellectual achievement, 2) display outstanding Christian character, and 3) be at least ten years removed from graduation.

TABLE XII-2

DELTA EPSILON CHI (ALUMNI HONORARY MEMBERSHIP)
1980-1984

Year	Alumni Honored	Accomplishments
1980	Rev. Cyril H. Eicher	Served as pastor for 18 years and educator for 28 years. Served as General Secretary for The Missionary Church, Inc., for six years. Developed the Correspondence Studies Department at Fort Wayne Bible College.
1980	Mr. William N. Harrigan	Participated in missionary service for 28 years in Ghana which resulted in the planting of a strong church among the Yalunkas and the translation of the New Testament into their language.
1981	Rev. Kenneth P. Rupp	Provided over 30 years of missionary service to Africa with involvement in teaching, evangelizing and building. Assisted in translation of the Gospel of John into the Themne language.
1981	Dr. Wesley L. Gerig	Has had over 25 years of service in education with Fort Wayne Bible College. Served as pastor, assistant pastor in Missionary churches. Served as translator on the team which produced the New International Version of the Bible.
1982	Dr. Paul W. Brennan	Served as pastor before accepting position as translator in New Guinea for the Lutheran Church Missouri Synod. Responsible for translating the Bible into the Enga tribal language. Accredited with compiling several booklets concerning the Enga people. Responsible for the Enga Cultural Center in Wabag.

Year	Alumni Honored	Accomplishment
1982	Rev. Daniel F. Dyck	Pioneered the opening of the missionary endeavors of The Missionary Church in the Dominican Republic and served there for 20 years. Founded the Frontier National Day School which currently enrolls over 400 students. Founded and managed the Christian Book Store, "El Manantial," in Santo Domingo. Served as Executive Secretary of The Missionary Church Investment Foundation, Inc. and Director of Stewardship for The Missionary Church, Inc.
1983	Rev. David Rupp, Jr.	Served as a missionary for 30 years, first in French Guinea, Africa, and then in Sierra Leone, where he was born and raised. Worked with church growth. Blessed with ability in building, his workmanship can be seen in the buildings at Kabala Rupp Memorial School. Served as Field Chairman and as Education Secretary of the National School under the direction of The Missionary Church.
1983	Rev. Sylvan Lehman	Pastored for many years, served as President of the Eastern and Middle District of the General Conference of Mennonites, and later as administrator of the Mennonite Memorial Home, Bluffton, Ohio. Although retired, he is a Senior Citizen Pastor of a Fort Wayne church.
1984	Mrs. Charlotte Binkley	Taught in the public schools, served in several capacities at Fort Wayne Bible College, including administrative assistant to the president, professor of psychology, and now as assistant manager of WBCL radio. Is board member for Fort Wayne Youth For Christ, guest speaker for clubs, organizations and churches, member of Women in Communication, Inc., named among the "Outstanding Young Women in America" for two years and "Outstanding Educator of Fort Wayne" for one year.

Year	Alumni Honored	Accomplishments
1984	Dr. David Roth	Taught school before becoming principal of the Wheaton Christian Grammar School. Has been guest lecturer on Christian education at Moody Bible Institute, Emmanus Bible School, Wheaton College and Trinity Seminary. Teaches "Christian School Administration" at Trinity Seminary and a finance course in the summer M.A. program of Christian School Administration at Grace College at Winona Lake, IN. Written for several publications. Is managing editor of Christian School, serves on the accreditation board for the same association, and serves on the Advisory Board for Christian Heritage Academy of Deerfield, IL.

The following paragraphs suggest some areas in which alumni have served successfully.

Pastors. A large number of alumni are involved in pastoral ministries. Many of these are serving as pastors, assistant, or associate pastors within the Missionary Church, Inc. Churches pastored by alumni cut across every spectrum of American culture. Some alumni have chosen to work in beginning new churches or in helping to rebuild a struggling congregation, while others are pastoring large metropolitan churches.

Missionaries. Approximately one hundred fifty alumni are currently serving as missionaries around the world. About one-half of these are serving with The Missionary Church, Inc. The rest are serving with various denominational and independent mission boards. The ministry of Fort Wayne Bible College alumni in Africa has been very extensive and has resulted in a Missionary Church in Africa which numbers well over 8,000 members and 10,000 non-baptized adherents. Alumni have staffed missionary schools and radio stations.

Alumni have also had an effective ministry of outreach in the countries of Ecuador, Haiti, Dominican Republic, and Jamaica. A Fort Wayne Bible College alumnus started the Jamaica Theological Seminary in Kingston and has served as its President for the past twenty-four years. In addition, alumni have served as teachers in the seminary. Alumni have been involved in medical work and radio ministry in Haiti and Jamaica. Graduates from the missionary nursing program have filled the role of nurses and administrators for medical work in countries around the world.

Educators. A large number of alumni are employed as teachers or administrators in public schools and in private Christian schools. Many have gone on for graduate studies and are teaching on the college or seminary level. Several alumni are serving as administrators in missionary schools in fields where the Missionary Church, Inc. is working.

Assessment of concerns

The same procedure was followed for assessing areas of concern that was used to determine strengths. Table XII-3 lists the perceived concerns, ranked according to total number of points accumulated by all the groups who rated them.

TABLE XII-3

PERCEIVED CONCERNS OF FORT WAYNE BIBLE COLLEGE

	Board N=15	Faculty N=28	Staff N=30	Students N=30	Graduating Seniors N=30	Alumni N=30	Total N=163
CONCERN	P-M	P-M	P-M	P-M	P-M	P-M	P-M
Cost of education too high	7- 2	51-16	46-13	79-22	95-25	75-15	353- 93
Facilities needed--dorms, chapel, gym, etc.	28-10	45-16	59-20	93-24	72-23	55-18	352-111
Limited financial support	41-12	59-14	61-18	20- 8	25- 8	17- 6	223- 66
College indebtedness	52-12	45-15	48-15	10- 4	20- 8	43-13	218- 67
Low salary scale	23- 8	38-14	79-23	22- 7	25- 7	25- 8	212- 67
Low admission standards	2- 2	67-19	40-11	32-11	30-11	16- 8	187- 62
Limited scholarship/ financial aid	21- 9	32-13	28-11	24- 8	27- 9	40-12	172- 62
Emphasis on theory, rather than practical	2- 2	3- 2	3- 1	29-12	44-14	29- 8	110- 39
Limited curriculum/ limited areas of interest	2- 2	3- 1	5- 4	49-17	24-10	22-12	105- 46
Counseling needs--Personal/ Academic/Career	4- 2	13- 5	23- 9	16- 7	22- 9	26- 8	104- 40
Rules/Discipline	-	11- 3	22-11	17- 5	28- 7	10- 4	88- 30
Lack of constituency support	22- 7	16- 7	17- 7	-	7- 3	8- 5	70- 29
Too liberal	-	5- 3	2- 1	9- 3	10- 5	6- 3	32- 15
Too restrictive	-	-	7- 2	9- 5	8- 3	8- 3	32- 13
Over emphasis on social life	-	3- 2	-	1- 1	4- 3	10- 3	18- 9

P = Points awarded
M = Number of times mentioned

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Assessment by different College groups. The seven greatest areas of concern, as perceived by the different groups who ranked them, are as follows:

FACULTY

1. Low admission standards
2. Limited financial support
3. Cost of education too high
4. Facilities needed--dorms, chapel, etc.
5. College indebtedness
6. Low salary scale
7. Limited scholarship/financial aid

STUDENTS

1. Facilities needed--dorms, chapel, gym, etc.
2. Cost of education too high
3. Limited curriculum/limited areas of interest
4. Low admission standards
5. Emphasis on theory, rather than practical
6. Limited scholarship/financial aid
7. Low salary scale

STAFF

1. Low salary scale
2. Limited financial support
3. Facilities needed--dorms, chpel, gym, etc.
4. College indebtedness
5. Cost of education too high
6. Low admission standards
7. Limited scholarship/financial aid

BOARD

1. College indebtedness
2. Limited financial support
3. Facilities needed--dorms, chapel, gym, etc.
4. Low salary scale
5. Lack of constituency support
6. Limited scholarship/financial aid
7. Cost of education too high

SENIOR GRADUATES

1. Cost of education too high
2. Facilities needed--dorms, chapel, gym, etc.
3. Emphasis on theory, rather than practical
4. Low admission standards
5. Rules/discipline
6. Limited scholarship/financial aid
7. Limited financial support

ALUMNI

1. Cost of education too high
2. Facilities needed--dorms, chapel, gym, etc.
3. College indebtedness
4. Limited scholarship/financial aid
5. Emphasis on theory, rather than practical
6. Counseling Needs--Personal/ Academic/Career
7. Low salary scale

Three concerns are ranked high by three groups--cost of education too high, facilities needed, and limited scholarship/financial aid. One concern is ranked high by five groups--low salary scale. Three concerns are ranked high by four groups--limited financial support, college indebtedness, and low admission standards. The faculty and staff's ranking of concerns corresponded with the ranking of all groups.

Students, graduating seniors, and alumni ranked emphasis on theory, rather than practical as a high perceived concern of the institution. Students were the only group that ranked limited curriculum as a high concern. The Governing Board was the only group that listed lack of constituency support as a high concern. Rules/discipline was listed as a high concern only by graduating seniors. Alumni were the only group that listed counseling needs--personal/academic/career--as a high concern of the institution.

The concerns listed by either four or five of the College groups in terms of mention being the most important are:

1. Facilities needed
2. Cost of education too high
3. College indebtedness
4. Low salary scale
5. Limited financial support
6. Low admission standards
7. Limited scholarship/financial aid

These seven are also the top seven in order of total points. From this listing it is evident that there is as much agreement about the areas of concern as there is about the strengths of the College.

Concerns noted elsewhere

Most of the concerns expressed elsewhere in this self-study are the items assessed here as concerns by the various College groups.

Facilities. The need for facilities is noted in Chapters IX and X. More office space and studio facilities are needed for the radio station. The library is in need of additional space for a book processing/computer area, a conference room which could also be used for small group instruction, air conditioning, and carpeting. Correspondence Studies are in need of additional office and storage space. The need for athletic facilities is strongly felt by faculty, students, staff, board, and alumni. The intramural program, physical education courses and especially intercollegiate athletics require gym facilities, which are becoming more difficult and expensive to rent. There is also the need for more adequate facilities to house campus events which attract large audiences.

Funds. Since finances are related to most other needs, they are always felt as a concern. Finances have improved, but there is still need for improvement. This is addressed particularly in Chapter VIII and is noted elsewhere also.

Limited scholarship/financial aid. The need for additional revenues in scholarship and financial aid was perceived by all six groups. This was discussed in detail in Chapter III. The College is aware of the need to address financial aid especially in need-based grants.

Cost of education too high. All groups who assessed the College perceived that the cost of education was too high. This was ranked high by faculty, students, senior graduates and alumni and was addressed in Chapters III and VIII. There is the need for finding additional revenues to offset the yearly increase of tuition.

Low admission standards. The need for examining admission standards has been noted in Chapter III as well as in the needs assessed in this chapter. Plans are in effect to meet this need.

Plan of Action

The faculty, staff, administration and Governing Board are committed to a plan of action which will capitalize on present strengths and remedy existing areas of concern so the institution can continue to accomplish its purposes.

Capitalizing on strengths

The strengths of Fort Wayne Bible College can be expanded and utilized to greater advantage in several areas.

Quality faculty. The quality faculty recognized by all is being strengthened by recruiting qualified members and by implementing a program of development for existing faculty. The task force on faculty development has formulated a plan which has been approved by the administration. Funds have been budgeted for travel to professional meetings and conferences, in-service conferences, and for supported leaves to do additional formal class work or writing for professional journals.

Christian emphasis. Ranked high by all groups and therefore recognized by all as vital, Christian emphasis must be a continued priority if the College is to retain its identity. The recruitment of students who can profit most from and contribute most toward the goals of Fort Wayne Bible College must be maintained. In addition, faculty and staff recruitment and development must also stress a commitment to values that will insure their insistence upon a continuing Christian emphasis.

Commitment to objectives. Commitment to objectives is a strength closely related to the maintaining of a Christian environent, a qualified faculty, and a good academic program. A priority in securing staff must be that all personnel are committed to the goals of a Christian education provided by a Bible college. This applies to the administration as well as to faculty and staff. To continue to exist as a unique Bible college requires a special commitment of all personnel.

Academic programs. The academic program was recognized by two groups as one of the top strengths of the College. It has been the focus of extensive revision for the last three years. It should continue to be strengthened. Academic programs should be expanded, but only as there is a demand for additional courses and degree programs that are congruent with the College mission. The strengths of the academic programs should be emphasized in advertising and on-campus promotion. The soundness of the programs can be maintained by insuring that course guides and field experiences equip the student for an effective professional ministry. Transferability to graduate programs must be guaranteed by continual aligning of programs with graduate school and seminary requirements, as well as by maintaining regional and professional accreditation.

The quality Christian service program, which is ranked by five groups as a strength of the College, should be maintained. This can be done by assuring academic priority to providing students with field experiences which are related to majors, by involving the Christian Service directors in professional and academic improvement through interacting with the academic community, and by continual self-evaluation of faculty, students, and other administrators.

Reputation/influence in Bible college movement. Four groups ranked the reputation/influence that Fort Wayne Bible College has in the Bible college movement as an institutional strength. This strength must be maintained and expanded. Ever since the founding of the American Association of Bible Colleges, the College has been influential in providing leadership and innovative ideas for strengthening Bible college programs. When the College receives regional accreditation, it must see as a priority the sharing of ideas and resources for other Bible colleges who desire to pursue this level of accreditation.

Other strengths

Other institutional strengths not so often mentioned nor so highly ranked can be used and developed so that they become more important in contributing to the success of the College's mission. The achievement of alumni, the College's service to the community, and the personalized attention/family atmosphere are all viewed as strengths. Plans are being developed to increase the involvement of Board and alumni in the support and functioning of the College.

Addressing areas of concern

Of the seven greatest areas of concern of the institution, six are directly related to finances.

Need for facilities. The greatest concern in terms of frequency mentioned is the need for more facilities. The College has needed a larger gymnasium for a long time. The need for a larger auditorium is being felt

as the radio station and other departments provide conferences for the public. The growing radio station requires larger studio facilities and additional office space. The Department of Correspondence Studies feels the need for expanded facilities.

Adequate athletic facilities, studios and office space for the radio station as well as a spacious auditorium will be provided with the proposed multi-purpose activity building approved by the Board. If the proposal for locating library facilities in the vacated apartment is approved, this will make possible additional space for the book processing/computer area.

With the reduction in resident population, Bethany Hall has been closed for the 1984-85 school year. If resident population does not increase sufficiently to reopen this facility, it will be necessary to re-evaluate its use.

Cost of education too high. All groups ranked the high cost of education as the number one concern in terms of points. High education costs affect other areas and may create problems in reduced revenues and in faculty and curriculum size. One problem affecting the cost of attending Fort Wayne Bible College is the limited scholarship and financial aid, which were ranked by students, senior graduates and alumni as the first and second greatest concern (see pages 191-193). One institutional goal is to increase endowment funds so student costs can be reduced; this would greatly enhance student recruitment. The proposal for constructing a multi-purpose activity building approved by the board includes a unique financing arrangement. Through a lease-back financial package, within eight to ten years, the College will have an endowment of approximately $1,500,000 from which interest can be used for various projects including financial aid. The capital fund campaign should provide some immediate funds for financial aid. In addition, the restructuring of tuition costs would help to keep costs at an affordable level.

Limited financial support. The number three concern both in terms of points and mention is limited financial support. This is a factor contributing to other problems such as the need for additional facilities, low salary scale, and College indebtedness. Over the past few years the College has built an administrative team with fund-raising and fund-managing expertise which was not always available in former years. It is projected that the capital fund campaign endorsed by the board will produce an effective fund-raising program which will increase financial support.

College indebtedness. Four groups within the College ranked the college indebtedness as the fourth greatest concern. This area is related to the above mentioned weakness of limited financial support. The capital fund campaign will provide for the construction of a multi-purpose activity building. The financing of this building includes a lease-back financial package. Within eight to ten years this facility will be debt free, the College will have an endowment of approximately $1,500,000 and there will be a significant reduction in College indebtedness.

Low salary scale. The low salary scale is a concern that is tied directly to the need for additional financial support and College indebtedness. When funding is increased, it is projected that salary increases will be realized.

Low admission standards. A sixth need recognized by four groups is that of raising admission standards. The standards which have been in effect for several years have been reviewed by the Admission/Retention Committee and approved by the faculty. The new honors merit scholarship program has helped and should continue to attract more high quality students.

Limited scholarship/financial aid. Tied directly to student recruitment is limited scholarship/financial aid which was ranked as the seventh concern of all groups within the College. As has been pointed out in Chapter V, it is necessary to strengthen financial aid in the area of need-based grants. It is projected that with monies generated by the capital fund campaign, such need-based grants will be more readily available.

Other concerns. Various other concerns were mentioned, generally related to those already noted. Others will be described here in order of their ranking by the total groups.

Emphasis on theory, rather than practice was seen as a problem by students, graduating seniors, and alumni. As the faculty continue their total evaluation of the curriculum, it is projected that there will be a review of the balance between theory and practice and a greater emphasis on field experience.

The need to expand the curriculum was ranked as a significant concern only by students. Perhaps this perception by students is the result of inadequate career counseling relative to the wide options available with various programs. The Curriculum Committee will need to further evaluate this perception.

Only the alumni listed counseling needs as a concern. The present system of counseling available from Student Development and faculty members is attempting to meet the various student needs. The 1984 senior attitude and opinion survey indicated satisfaction with academic counseling. Student Development should give some attention to determine if this perception by recent alumni actually exists.

Graduating seniors saw rules/discipline as a concern of the institution. The present system of rules and discipline was designed by faculty and students, and students have had input into the development of the student handbook. Open forums have been held by both Student Development and the student government to increase communication between students and Student Development.

The need to increase constituency support is seen primarily by the board. As the capital campaign is launched, the board will need to give attention to increasing support from the Missionary Churches. The Development Office has targeted this as one of their goals.

Criteria for Accreditation

The Fort Wayne Bible College Self-Study Report has described an institution that, in the opinion of the Self-Study Committee, meets the criteria for accreditation established by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. This assertion is supported in the following summary of responses to the criteria for accreditation.

A. Fort Wayne Bible College meets the General Institutional Requirements as adopted by the Commission. Each of the requirements is quoted below and each is followed by a brief response.

Requirements of institutional program:

1. The institution . . . has formally adopted a statement of mission appropriate to a postsecondary educational institution.

Fort Wayne Bible College has adopted such a statement. This is clearly evidenced in Article F, Section II, of the Articles of Incorporation which declares that Fort Wayne Bible College was organized "to maintain and operate a post-secondary institution of higher education offering studies in the areas of general, Biblical, and professional education with special emphasis on preparation for church vocations and teaching, in accordance with the Christian faith as believed and practiced by The Missionary Church, Inc." This is amplified by the statement of mission which was fully elaborated in Chapter II of this Report.

2. The institution . . . offers one or more educational programs (or curricula) consistent with that mission, including general education at the postsecondary level as an essential element of, or a prerequisite to, the principal program(s).

All the educational programs offered by the College and explained in detail in Chapter III, are consistent with the stated mission. As stated on page 10 of this Report, all programs include a specific requirement of general education.

3. The institution . . . has adopted a statement specifying the potential students it wishes to serve, and admits students to its programs under admissions policies compatible with this statement and appropriate to the programs.

The rules and procedures regulating the admission of students to its programs are presented in the College catalog. Any student who meets the criteria for admission stated in the catalog is eligible for admission. These criteria, therefore, specify the potential students the College wishes to serve.

4. The institution . . . enrolls students in at least one postsecondary educational program normally requiring at least one academic year (or equivalent) for completion, and has students actively pursuing such an educational program at the time of the Commission's evaluation.

Fort Wayne Bible College offers four and five year bachelor degrees, two year associate degrees, and a one year postsecondary certificate. The majority of students enrolled in the College are matriculating in the bachelors program. Students have been enrolled in programs since the College began in 1904. Students will be actively pursuing these programs at the time of the Commission's evaluation.

5. The institution . . . awards to each person successfully completing an educational program a certificate, diploma or degree appropriately describing the demonstrated attainment of the graduate.

Upon meeting the criteria for graduation outlined in the College catalog, students are awarded the appropriate certificate or degree at the commencement ceremonies in May of the year of their graduation.

Requirements of organization

6. The institution . . . has a charter and/or other formal authority from an appropriate governmental agency authorizing it to award any certificate, diploma or degree it awards.

Fort Wayne Bible College has appropriate formal authority for its operations. Item I, Section IV, of the Articles of Incorporation which were approved by the Secretary of the State of Indiana on August 31, 1938, states: "The purpose of the corporation shall be to . . . confer academical degrees and recognition appropriate to such an institution."

7. The institution . . . has all necessary operating authorities in each jurisdiction in which it conducts activities.

On August 31, 1938, the Secretary of the State of Indiana approved the Articles of Incorporation for Fort Wayne Bible College giving it operating authority for its programs which are offered on the campus in Fort Wayne, Indiana.

8. The institution . . . has formally designated a chief executive officer, or has formally organized and staffed a chief executive office.

Fort Wayne Bible College has formally designated Dr. Harvey R. Bostrom, as President (chief executive officer) of Fort Wayne Bible College.

9. The institution . . . has a governing board which includes representation reflecting the public interest.

Fort Wayne Bible College has a governing board which adequately represents the public interest. The board members and their occupations are listed in Appendix B.

Requirements of operation and public disclosure

10. The institution . . . documents a funding base, financial resources and plans for financial development adequate to carry out its stated purposes.

Chapter VIII of this Report has adequately documented a funding base and described the financial resources of the College.

11. The institution . . . has its financial records externally audited on a regular schedule, and makes available to the public on request the most recent report of the external auditor (or a fair summary thereof), including the auditor's opinion.

Fort Wayne Bible College has its financial records audited on an annual basis by Mr. Don McCormack, C.P.A. of Krouse, Kern, and Company, Inc. Full copies of the auditor's report are available to the public on request. Summaries of the audited report are published by Fort Wayne Bible College in its annual report.

12. The institution . . . makes freely available to all interested persons (and especially its present and prospective students) accurate, fair and substantially complete descriptions of its programs, activities and procedures.

Fort Wayne Bible College makes available to all interested persons (including donors and past and prospective students) copies of its catalog and other materials which substantially and accurately describe its programs, activities, and procedures.

13. The institution . . . will have completed at least one complete cycle of its principal programs before the Commission's evaluation for accredited status.

Fort Wayne Bible College began its first cycle of programs in 1904 and is currently in its eightieth cycle of its programs.

B. Fort Wayne Bible College fulfills the following evaluative criteria:

1. The institution . . . has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution.

The College has clear and publicly stated purposes which are consistent with its mission and appropriate to a postsecondary educational institution. Chapter II of this Report has documented this assertion.

2. The institution . . . has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes.

Fort Wayne Bible College has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes. Chapters III through X of this report have described individually these various resources and programs. All are directly related to the aims and purposes of the institution.

3. The institution . . . is accomplishing its purposes.

The College is accomplishing its stated purposes. For eighty years it has provided pastors, teachers, missionaries, evangelists, and other leaders for evangelical Christian ministries throughout the world by equipping them for effective ministries. This has been documented under the heading "Summary Appraisal of Institutional Effectiveness" earlier in this chapter as well as in Chapter II of this report.

Surveys from students, graduating seniors, alumni, faculty, staff, and the Governing Board have also documented the fact that the College is accomplishing the purpose for which it was founded. These surveys are noted in Chapters III and earlier in this chapter.

4. The institution . . . can continue to accomplish its purposes.

This College has been in existence since 1904 and there is every reason to believe that the College can continue, even more effectively, to accomplish its purposes. The record of fiscal responsibility, the quality and stability of the faculty, the adequacy of its programs and organizations, the quick response to identified areas of concern, the ongoing evaluative and planning processes described in Chapters III and XI, and the plan for action identified earlier in this chapter, provide adequate documentation for this assertion.

Conclusion

Fort Wayne Bible College has conducted an intensive self-study. The data and the evaluation of that data are in this Report. The steering committee, which had primary responsibility for conducting the study, evaluating the data, and writing this report, has attempted to take an unbiased look at the College as a result of the study. The steering committee has learned a great deal about the College, but, more important, due to extensive involvement of the faculty and staff, the entire College community has learned more about itself and its strengths. The study has, also, identified areas of concern. Since the specific needs have been made clear, effective plans can be developed to deal with them. The College has always been open to evaluation as an opportunity for improvement and for contributing to the effectiveness of the College. It is the consensus of the Self-Study Committee that Fort Wayne Bible College meets the general institutional requirements adopted by the Commission and published in 1981. This Report indicates that the College also fulfills all four evaluative criteria for accreditation by North Central Association. The conclusion, based on the findings of the self-study, is that the College meets all of the requirements and fulfills all criteria for initial accreditation.

APPENDIXES

APPENDIX A

LIST OF SUPPLEMENTARY MATERIALS AVAILABLE

1. Articles of Incorporation and By-laws
2. Certificate of Incorporation
3. Fort Wayne Bible College, 1985-86 Catalog
4. Faculty Handbook
5. Student Handbook
6. Christian Service Manual
7. Christian Service Supervisers' Manual
8. An Orientation Guide for Music at Fort Wayne Bible College
9. Library Guide
10. Financial Report
11. Auditor's Report
12. College Brochures:
    - Financial Assistance
    - Athletics at Fort Wayne Bible College
    - Independent Study for College Credit
    - To Build A Better Bible College
13. Minutes
    - Governing Board
    - President's Cabinet
    - Faculty Business Meetings
    - Curriculum Committee
    - Long-Range Planning Task Force
    - Self-Study Committee
14. Survey of Faculty Morale
15. Library Acquisitions, October - December, 1984
16. Recent issues of Pulse/Lifelines, B.C. Update
17. Teacher Education Department Self-Study for Teacher Training and Licensing Commission of Indiana
18. Faculty Background Information
19. Faculty Development Information
20. Audit Reports:
    - Enrollment
    - Library
    - Development
21. Community Resources Summary

APPENDIX B

BOARD OF TRUSTEES

Dr. Harold Berk
210 South Lane Street
Blissfield, Michigan 49228

Dr. Harvey R. Bostrom
4426 Beaver Avenue
Fort Wayne, Indiana 46807

Mr. Jerry L. Boyers
Box 209
Wauseon, Ohio 43567

Miss Pat Byall
Route #6
Fort Wayne, Indiana 46804

Mr. Ray Clendenan
6679 Clifford Road
Marlette, Michigan 48453

Dr. Leonard W. DeWitt
5411 Tomahawk Trail
Fort Wayne, Indiana 46804

Dr. Dale O. Ferrier
3030 Arrowwood Drive
Fort Wayne, Indiana 46815

Dr. Donald D. Gerig
432 Wisconsin Avenue
Oak Park, Illinois 60302

Rev. Tillman Habegger
4226 South Wayne Avenue
Fort Wayne, Indiana 46807

Mr. Robert C. Julin
36916 Tina Drive
Farmington Hills, Michigan 48024

Mr. Foster Klopfenstein
P. O. Box 168
Grabill, Indiana 46741

Mr. Carl H. Muselman
1676 Lakeview Trail
Berne, Indiana 46711

Mr. Charles P. Reiterman
3627 West Juniper Avenue
Phoenix, Arizona 85023

Mr. Gale Rickner, Jr.
12813 U.S. Highway 24 West
Fort Wayne, Indiana 46804

Rev. Paul D. Robbins
29 West 305 Helen Street
West Chicago, Illinois 60185

Mr. Paul A. Steiner
1825 Florida Drive
Fort Wayne, Indiana 46805

Dr. John R. Strubhar
10884 Kings Road
Ventura, California 93004

Rev. Thomas Swank
1110 Cottage Court Drive
Fairborn, Ohio 45324

Dr. Clyde W. Taylor
1173 Wright Avenue
Arnold, Maryland 21012

Mr. Frank E. Wenter
P. O. Box 1192
Oxnard, California 93030

Mr. Lawrence M. Whiteford
Route #4, Box 89
Manito, Illinois 61546

APPENDIX C

AUDIOVISUAL SERVICES

The Department of Instructional Services is responsible for assisting the faculty, staff, administration, and student organizations in the identification, selection, acquisition, and utilization of instructional media. The Department has adopted a formula to determine when equipment should be replaced. In addition, the faculty and administration are regularly researched to determine new equipment needs. Short in-service training sessions demonstrate production, utilization, and acquisition of instructional media. In addition to the audiovisual equipment supplied by the Department of Instructional Services, the audiovisual equipment and media in the S.A. Lehman Memorial Library and Founders Memorial building or S.A. Witmer building is available for short-term use by faculty, staff, and students.

The Department of Instructional Services supplies the following equipment:

PROJECTION EQUIPMENT

3	16mm projectors
2	8mm/Super 8mm projectors
25	35mm filmstrip projectors
4	35mm slide projectors
16	overhead projectors
2	opaque projectors
1	16mm viewer/editor
5	35mm filmstrip viewers - (silent)
4	35mm filmstrip viewers (cassette sound)
3	35mm filmstrip viewers (record sound)
2	35mm slide viewers (cassette sound)
1	Tachistiscopic projector
1	controlled-reader projector
2	shadowscope reading accelerators
2	portable overhead projector
30	wall screens
4	portable screens
7	microfiche readers (4 portable)
1	microfilm readers
1	microfiche reader/printer

VIDEO EQUIPMENT

3	black and white studio cameras
2	1/2" reel-to-reel black and white recorders
2	special effects generators
4	6" camera monitors
3	12" recorder monitor/receiver

1	3/4" U-matic color video cassette recorder*
1	1/2" VHS color video cassette recorder
2	1/2" VHS color portable cassette recorders
1	50" x 50" projection color TV system
1	25" color receiver
2	19" color receivers
3	12" black and white monitor/receivers
8	25" black and white monitor TV receivers
1	19" black and white monitor receiver
1	color camera

AUDIO EQUIPMENT

4	phonographs
11	reel-to-reel recorders
30	cassette recorders
3	stereo reel-to-reel recorder decks
6	stereo cassette recorder decks
3	stereo cassette playback decks
2	slide synchronizing dissolve unit
2	2-way teleconference system *

PRODUCTION EQUIPMENT

1	super 8mm camera
2	35mm camera with flash
1	copy stand slide duplicator
1	thermal copier/transparency maker
1	dry mount press
1	18" roll laminator
2	paper cutters
1	stereo cassette duplicator
10	Wrico lettering systems
2	LeRoy lettering systems
1	alphaline lettering system
1	3-M/Kroy lettering system

* on loan from Indiana Higher Education Telecommunication System